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ABSTRACT

This manual is intended to provide teachers of young children with disabilities with guidance in facilitating the independence of young children with and without disabilities and in making the transition from preschool to public school. The manual has three sections. The first describes the components of the teaching process and presents principles of instruction. These cover steps of the systematic instruction process, phases of learning, and instructional strategies (types of teacher assistance/prompting, strategies for removing prompts, and guidelines for choosing instructional strategies). The second section presents a rationale for stressing functional skills at the preschool level and includes a checklist of entry level skills. These cover classroom rules, work skills, communication skills, social behavior skills, and self-management skills. The third section presents specific teaching activities and techniques that correlate with checklist skills. An appendix describes 21 children's games and finger plays and lists records, songs, tapes, children's books, activity resources, videos, automated learning devices, and suggested ways to talk to children. (Includes 36 references) (DB)

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PROJECT STEPS

Sequenced Transition to Education in the Public Schools

INSTRUCTIONAL STRATEGIES MANUAL

&

HELPFUL ENTRY LEVEL SKILLS

(2ND EDITION)

Rita Byrd

Beth Rous

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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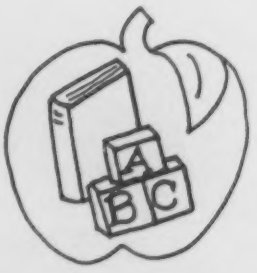

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PROJECT STEPS

INSTRUCTIONAL STRATEGIES

FOR THE

HELPFUL ENTRY LEVEL SKILLS CHECKLIST
(2nd edition)

edited by

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PREFACE

This manual was originally developed by Project STEPS (Sequenced Transition to Education in the Public Schools) as a major component of its model development and was revised as part of STEPS Outreach activities. Project STEPS received funding through the Handicapped Children's Early Education Program, U.S. Department of Education.

The purpose of the manual is to provide teachers, particularly those at the preschool level, with ideas for increasing the level of independence in young children as they make the transition from preschool to public school.

The manual has three major sections: 1) The Overview of Instructional Issues describes the components of teaching and presents principles of instruction; 2) Helpful Entry Level Skills presents a rationale for stressing functional skills at the preschool level and includes a copy of the Project STEPS Helpful Entry Level Skills Checklist-Revised Edition; 3) Instructional Strategies presents teaching activities and techniques that correlate with the Helpful Entry Level Skills Checklist-Revised Edition.

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INTRODUCTION TO INSTRUCTIONAL STRATEGIES

Entry Level Skills are often incorporated into the daily routine of a preschool program. However, these skills are not typically taught, or identified on a child's IEP, as transition goals. For example, preschool teachers will instruct children to line up and even use visual cues, such as colored footprints, to assist the children, but they generally do not target this skill as an integral part of the curriculum, one that facilitates a child's transition to the public schools.

As previously reported, functional skills are critical for the successful transition of children. When children enter the public school primary programs, they are expected to function more independently than at the preschool level. It is important for teachers and parents to insure that children have these necessary skills.

This section of the manual contains Instructional Strategies that correlate with the Helpful Entry Level Skills-Revised. Specific strategies for teaching or reinforcing a particular skill, as well as general teaching ideas for use with a class, are included. Many of the strategies can be incorporated into school routines and activities. Other strategies are appropriate for parents so they can reinforce skills at home.

When using these strategies, the goal should be to foster independence. Specifically, children should be expected to master as many skills as possible. If children with disabilities are unable to acquire certain skills, adaptations should be made. For example, a child using an augmentative system for communication should still be encouraged to be as independent as possible when communicating his own needs and preferences.

Finally, this section was designed to be flexible for individual use. The strategies are color coded to correlate with the five major areas addressed by the Helpful Entry Level Skills-Revised. Teachers and parents are encouraged to add their own ideas for facilitating skills in normal routines and activities. In addition, a coding system has been developed to address skills that are particularly applicable to specific disabilities. The coding system consists of the following symbols.

Hearing Impairments

Visual Impairments

Multiple Handicaps

Speech/Language Impairments

Good ideas for families

OVERVIEW OF INSTRUCTIONAL ISSUES

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I. Components of Good Teaching

This section is based on five assumptions about teaching preschoolers with disabilities.

A. Teaching should be planned and implemented to maximize the likelihood of positive results or outcomes.

B. Teaching procedures are not necessarily tied to the content (what) being taught. A strategy used to teach following directions can also be used to teach toy play.

C. The ultimate goal of teaching is for children to perform the learned skills in situations and at times other than those where they were taught (i.e., generalization).

D. Teaching should be defined broadly and includes the following activities:

1. changing the physical environment,
2. changing the schedule of daily activities,
3. using engaging materials,
4. using naturally occurring routines and events,
5. using peers as models and tutors, and
6. providing direct instruction.

E. Teaching should be as efficient as possible, because preschool children with disabling conditions and special needs are, almost by definition, not as independent nor developmentally advanced as their peers.

The purpose of this section is to describe some issues that are important when teaching almost any skill to preschoolers with disabilities. The steps involved in systematic instruction are described, phases of learning and their relevance to teaching are listed, instructional strategies and guidelines for selecting them are discussed, and guidelines for selecting strategies for reducing inappropriate behaviors are proposed. The discussion of these issues is necessarily brief, but sources which provide detailed information are listed at the end of the document.

II. Steps of the Systematic Instruction Process

A. **Assessing children to establish current levels of performance**. Prior to teaching, children need to be assessed to determine their strengths and needs. This is done through any number of developmental assessments (e.g., Learning Accomplishment Profile, Hawaii Early Learning Profile, Uniform Performance Assessment System, Battelle Scale of Development), observation, and checklists such as the Helpful Entry Level Skills Checklist-Revised. The demands of the child's current and future environments should also be assessed i.e., what does the child need to do to be independent in the particular environment. The assessment should be done by a team of professionals, and the parents should be involved in the planning and in implementing the assessment activities and making decisions based on the results of the assessment.

B. **Establish long-term objectives**. Establishing long-term objectives is done to focus instruction on those things that are deemed important over a period of months. These objectives are similar to the annual objectives specified on the IEPs and are developed by the team (including the parents) from the assessment results.

C. **Establish short-term objectives**. These objectives are the immediate focus of instruction and are derived from a task analysis of the long-term objectives.

D. **Plan measurement and instruction activities**. The plan is a detailed description of how the skills will be taught and how progress will be evaluated; it includes:

1. setting or place where instruction will occur;

2. materials to be used;

3. teacher behaviors used in providing the instruction including the verbal directions, prompts/assistance, and prompt fading procedures;

4. behavior expected of the child;

5. teacher behavior when the child performs correctly (e.g., reinforcers delivered and schedule of reinforcement);

6. teacher behavior when the child performs incorrectly (e.g., error correction procedures);

7. teacher behavior for facilitating generalization of the behavior to other situations; and

8. procedures for measuring the behaviors.

E. **Implement instruction**. This step occurs after the first four planning steps have been completed and involves providing the instruction as described in the plan.

F. **Monitor and adjust instructional activities**. As the instruction is implemented, the teacher should constantly monitor the child's performance and make adjustments in the teaching procedures as needed.

G. **Evaluate at some end point**. Periodically (e.g., quarterly, every six months, or annually), the child's progress on the long-term objectives should be reviewed by the team. This is done to determine whether

1. the long-term objectives were achieved,

2. specific objectives should be modified or adjusted, and

3. new long-term objectives should be added.

Several different models of providing instruction such as precision teaching, clinical teaching, responsive teaching, and direct instruction have been discussed in the literature. The steps described above are common across nearly all instructional models and are in relative agreement with the procedural requirements for developing Individual Educational Programs (IEPs). Systematic instruction forces teachers to plan their instruction and continuously evaluate the results.

III. Phases of Learning

Teaching is often seen as a process of providing experience to children so that they will learn new skills or information. While this is clearly a major aspect, teaching also involves helping children learn to use skills and information fluently, retain what they have learned, and use what they have learned in different contexts. It appears that learning any skill progresses through at least four phases. These phases should not be confused with developmental stages or critical periods. These phases include:

A. **Acquisition** is the process of learning how to do a skill or learning new knowledge.

1. The following are requirements for children to acquire skills.

a. Acquisition requires a "motivated learner" or a child who will participate in the teaching activities. Interesting activities and reinforcers should be used to motivate children.

b. Children need to be given information about how to do the skill. Teachers can give this information by providing prompts or assistance, correcting students errors, and designing specialized materials. Children also can watch and imitate their peers doing the skill.

2. Several things appear to help children acquire skills.

a. Present two or three skills in a session as compared to presenting many trials of the same skill. For example, presenting 1 trial of object naming, 1 trial of using the object, and 1 trial of matching the object to a picture and repeating this sequence three times is better than presenting 9 trials of object naming.

b. Teaching in natural situations helps acquisition. For example, having a child learn to put his shoe on before going outside to play is better than having a session where several trials of "shoe putting on" is taught.

c. Presenting examples in concurrent rather than successive order or initially presenting examples successively and then concurrently appears to help children acquire skills. Thus, rather than teaching a child to label one picture, and after he has learned it teaching another, and then another, it is better to teach all three pictures at once.

d. Teaching new skills and practicing previously learned similar skills appear to help children learn the new skill. For example, if a child is learning to name the letters of the alphabet and already knows several letters, then the letters the child knows should be mixed in with the new ones he is learning.

e. Requiring students to actively show you they are attending to the materials or teacher is important for facilitating acquisition. For example, if a child is required to look at and touch a picture she is learning to name, learning will probably be greater than if she is only required to look at it before naming it.

f. Presenting a variety of different tasks that teach the same skill appears to help children learn. Thus, if the child is learning to match by shape, then having the child match different types of shapes in different situations appears to be better than having the child match the same shapes in the same situation.

g. Consistently responding to each correct and error response appears to help children learn. For example, if the child is learning a skill and each time she does it correctly the teacher reinforces her, then she will learn it more quickly than if the teacher reinforces her 1 out of every 5 she gets correct. Likewise, each time she does the skill incorrectly, some error correction procedure should be used such as showing the child the correct way to do the behavior.

h. Presenting material at a rapid pace as compared to a slow pace helps children learn. They appear to pay more attention and have less opportunities to be distracted.

B. **Fluency** is performance of acquired behaviors at rapid or natural rates, and implies that the behavior will be performed smoothly or naturally. For most skills to be useful, they must be performed fluently. For example, a child may have acquired the ability to walk, but if she cannot walk rapidly it is doubtful that walking will be useful in getting from one place to another. Fluency is achieved with practice, and children can be helped to practice skills by using the following techniques.

1. Reinforce the child only if the skill is done faster.

2. Provide reinforcement less often.

3. Change the reinforcers.

C. **Maintenance** is continued performance of acquired behavior after training but in situations similar to training. It involves children being able to continue to do what they have learned to do. Maintenance is promoted by using the following techniques.

1. Provide reinforcement less often.

2. Use or access natural reinforcers and contingencies.

3. Delay reinforce.

4. Decrease the chance that the child can predict when she/he will be reinforced.

Reinforcement is best given on a continuous schedule (every time the behavior occurs) for acquisition and then less often to facilitate maintenance.

D. **Generalization** is performance of acquired behavior in situations other than the training situation. For example, if a child learns to do some behavior in school with one teacher using a given type of material, can he perform that behavior on the playground with another teacher and other materials. However, frequently this transfer does not occur across settings, persons, behaviors, and variations in materials/conditions (cf. Stokes & Baer, 1977). Approaches for dealing with this problem can be grouped into at least two categories: teach in the natural environment and manipulate instructional variables. Some manipulations follow.

1. Teach behaviors that will be needed in the natural environment.

2. Use materials similar to those found in the natural environment.

3. Carefully select and use materials and teaching examples; for example, use materials that have properties similar to those in the natural environment.

4. Use more than one trainer (e.g., parents, aides, teachers, peers), setting (home, classroom, playground), and instructional format (1 to 1, small group, paper - pencil, oral response).

5. Deal with interfering behaviors; for example, if a child frequently does not attend to instructional activities, then the teacher should ensure attention when presenting instruction.

6. Use self-management strategies; for example, teach the child to check what he has done and how others have perceived it.

Summary. Performance in each phase appears to be facilitated by slightly different instructional procedures. Acquisition appears to be influenced by providing more information to children on how to do the target behavior; fluency appears to be facilitated by providing practice time and motivating children to participate in practice; maintenance appears to be facilitated by thinning reinforcement schedules, making reinforcement less predictable, and using natural reinforcers and schedules; generalization is promoted by varying the conditions of training and matching the training to the natural environment.

IV. Instructional Strategies

In recent years, a number of effective instructional strategies have been developed and used with children who have special needs. Recently, Wolery, Ault, Doyle, and Gast (1986) reviewed the literature related to teaching individuals with disabilities and identified nine different types of strategies that have been employed to teach useful skills in school and other applied settings. Most of these procedures use some form of teacher assistance.

A. **Types of Teacher Assistance/Prompting**. A prompt is any teacher behavior provided to assist the child in doing the behavior correctly.

1. **Gestural prompts** are hand, arm, or facial movements that communicate very specific information to children about what to do. For example, Ellen is learning to match pictures and objects. Her teacher places four pictures on the table, gives Ellen a picture of one of those objects, and says, "Put it on the same, Ellen." The teacher then points to the correct object. The teacher's pointing is a gestural prompt. Another gestural prompt occurs when a teacher says, "Come here, Don," and then extends her arm toward Don with the palm facing the teacher, and quickly moves her hand toward her own body two or three times.

2. **Verbal prompts** are verbalizations by teachers that tell children how to do a behavior; they do not include telling children to do the behavior. Different types of verbal prompts include the following.

   a. **Tell children how to do the behavior**; for example, Linda is learning to tie her shoes and has made the first cross tie, but does not know what to do next. Her teacher provided the following verbal prompt, "Make a bow. Take one string, put it around this finger, and then take it back here." Then as she does it, he tells her the next step.

   b. **Tell children how to do part of the behavior**; for example, Linda's teacher might say, "Make a bow."

   c. **Tell children a rule to use when performing the behavior**; for example, when Jackie was learning to classify objects by shapes the teacher's verbal prompt was, "circles look like balls" or "squares are like boxes." The teacher must be sure the rule is brief and easily understood by the children.

   d. **Giving children hints** - for example, Jackie's teacher might say, "Does that shape look like a ball?"

   e. **Giving children options** - for example, if children are painting and cannot come up with a subject, the teacher could say, "Paint about something you saw at the zoo, something from our story, someone you like, or your favorite animal."

3. **Pictorial or two-dimensional prompts** can be models of the behavior children are to do or models of the product of a specific behavior. For example, letters of the alphabet in the front of the room provide a model of the product of writing behavior. Pictorial prompts can also be used to teach children which behavior, in a series of behaviors, should be done next. Picture recipe books are

an example of this type of prompt.

4. **Models** are demonstrations of the behavior teachers want children to do but are effective only when children imitate others. Models come in many types and can be used in different ways.

   a. When the target behavior is verbal, the model is verbal.

   b. When the target behavior is a motor movement, the model, of course, is performance of the movement. For example, when teaching children to tie shoes, teachers tie their own shoes.

   c. Teachers and peers can model appropriate social behaviors and reinforce children for imitating those behaviors.

   d. Teachers can rehearse and role play social situations for different skills; during the role play, models are provided with appropriate behaviors.

5. **Partial physical prompts** involve teachers touching children but not controlling all of their movements. Children must exert effort or attempt the behavior when partial physical prompts are used. Examples of partial physical prompts include tapping, nudging, and light pushing/pulling which are used to get responses started and when children can do parts of a behavior but not all of it.

6. **Full physical manipulation** involves teachers placing their hands on children and moving children through the target behaviors. The teacher is "doing the work" when using full physical manipulation, and when the student passively complies with the movements. In most cases, teachers should be behind or to the side of children when using full physical manipulation. This will help children learn natural movements rather than awkward or exaggerated movements. For example, Larry's teacher is teaching him to feed himself with a spoon; she has Larry grasp his spoon; she puts her hand over his; she dips the spoon into the food. She then lifts the spoon to his mouth. Larry holds the spoon and goes through the motions, but his teacher is doing the work. Teachers must be careful not to hurt children when using full physical manipulation.

B. **Strategies for Removing Prompts**. Prompts must be removed so that children can perform independently.

1. **Error correction** involves trial and error presentation where correct responses are followed by reinforcement, and incorrect responses are followed by some type of correction. For example, if children are learning to name objects, and the teacher says, "What's this?" and she shows them a ball, and a child says, "block", then the teacher might provide a model such as "This is a ball." Over trials, as the child gets more and more correct, the error correction is used less frequently.

2. **Antecedent prompt and test** involves presenting children with the task direction, immediately presenting the prompt, and then reinforcing the child's performance of the behavior. On the other trials or in other situations, the trials are presented but the prompt is not. For example, when teaching a child to name the letters of the alphabet, the teacher might show the child a "T" and say, "What is this?" and then immediately reinforce him. After doing this several times, the teacher would show the child a "T" and say, "What is this?" but would not provide the prompt (test). The child would be reinforced for saying it correctly.

3. **Antecedent prompt and fade** involves the teacher decreasing, in some systematic manner, the amount of prompting. For example, the prompt may be provided on fewer and fewer trials, or with less intensity, or if physical prompts are being used, their location may be faded (e.g., at the child's hands, then at his wrists, then at his elbows, and finally off his body totally).

4. **Most-to-least prompting** involves a hierarchy of prompts that are developed and ordered from the most to the least intrusive. The first prompt might be a full physical manipulation, the second a partial physical prompt, the third a model, and the fourth a verbal cue. Students are required to meet criterion at one prompt level before another prompt level is used. For example, if a child is learning to wash his hands, the teacher might first use full physical manipulation and walk through each step of hand washing. After this occurs for three trials without resistance, the teacher might provide trials with partial physical prompts. When the child can wash his hands with partial physical prompts for three trials without errors, the teacher might provide only models. This would continue until the child could do the task independently.

5. **Least-to-most prompting** involves a hierarchy of prompt levels but is implemented quite differently from the most-to-least prompts procedure. All trials begin at the independent level and involve a specific number of seconds for the child to respond. If the child does not respond or responds incorrectly, the least intrusive prompt is provided, and the teacher waits for the designated number of

seconds. If the child still does not respond correctly or responds incorrectly, the next more intrusive prompt level is provided. This continues until the child responds correctly. For example, Jody is learning the manual sign "more." When it is appropriate, the teacher might say and sign, "What do you want?," wait a few seconds, and if Jody does not respond, the teacher would say and sign, "What do you want, show me the sign?," and wait a few seconds. The "show me the sign" is a verbal prompt. If Jody still did not respond, the teacher would say, "What do you want?," and provide a full physical manipulation. At any point where Jody responded correctly, she would be reinforced.

6. **Time delay** includes two procedures, constant time delay and progressive time delay. With both types, the first few trials involve the teacher presenting the task direction and immediately prompting child. The two types are different in how the prompt is removed. After the initial trials with the constant time delay procedure, the task direction is presented, the teacher waits a specified number of seconds (e.g., 4), and then presents the prompt. With the progressive delay procedure, the initial trials are presented at the 0-second delay, and the delay interval is progressively increased. For example, the first session may be presented at the 0-second delay interval; with the second session the interval may be increased to 2 seconds, and so on. Procedures for increasing the delay interval are shown below. In both procedures, if children respond before the prompt, they are reinforced; if they respond correctly after the prompt, reinforcement is also given, but this does not count for criterion because it is a prompted correct response. If children respond incorrectly before or after the prompt, no reinforcement is given.

Procedure	Number of Seconds Between the Task Direction and the Prompt					
	1st Session	2nd Session	3rd Session	4th Session	5th Session	6th Session
Progressive Time Delay	0	1	2	3	4	5
Constant Time Delay	0	5	5	5	5	5

7. **Naturalistic teaching procedures** involve teaching within the naturally occurring interactions of the day. Three naturalistic procedures have been used.

a. **Incidental teaching** is done as follows; a trial begins with the child initiating an interaction or requesting assistance: materials, attention, or permission. When the child initiates the trial, the teacher focuses attention on the child, verifies the topic of the child's initiation, and requests an elaboration of the child's statement. If the child elaborates, the teacher praises and confirms the elaboration and then complies with the child's request. If the child does not elaborate, then the teacher provides either a model or partial model and waits for the child's imitation of the model. After the imitation, the teacher complies with the child's request. For example, Rich is learning to use descriptive words (of size, color, etc.), and when he is in free play he may ask to play with the fire truck. The teacher would attend to him, recognize what he is asking, and then ask him to describe the truck. If he said, "Red truck," she would give him the truck, but if he did not respond correctly, she might give him a prompt such as, "Tell me what color it is." When he told her, she would praise him and give him the truck. With incidental teaching, the teacher must structure the environment to make students initiate language responses. For example, put some toys/materials on a "must ask shelf," bring in novel toys or activities, or give students only part of the materials they need (e.g., some pieces of a puzzle but not all pieces).

b. **Mand-model procedure** involves the teacher rather than the child initiating the trial. When the child's attention is focused on some activity or material, the teacher approaches the child and provides a mand (e.g., a statement that requires a specific response) that is related to the topic of the child's attention. If the child responds correctly to the mand, then reinforcement is provided, and the child continues to interact with the activity or material. If the child does not respond correctly to the mand, then the teacher provides a model. If the child imitates the model, the reinforcement is provided, and the child's interaction with the activity continues. If the child does not imitate, the teacher stops attending and moves away from the child. For example, with Rich, the teacher might wait until he is playing with the fire truck and then approach him and say, "What color is that truck?" If he answers, she would reinforce him and play with him or move away. If he did not answer, she would provide a model.

c. **Naturalistic time delay** involves routines that occur frequently in the child's day; these routines are first identified, and should involve some form of teacher assistance or interaction. Examples of such routines are snack time when teachers provide additional juice or snacks after the child has eaten or drunk what was given to them, or when getting ready to go out to play if the child requires some assistance from the teacher in putting on his coat. A trial begins as the routine is initiated. When the child comes to the point in the routine where adult assistance is needed (e.g., wants more juice or needs help putting on the coat), the teacher delays that assistance for a few seconds (e.g., 10). If during that interval, the child initiates a request for assistance, then the teacher would immediately provide the needed help. If the request is not forthcoming, the teacher may provide a model of the request at the end of the delay interval.

C. **Guidelines for Choosing Instructional Strategies** - All of the procedures listed above have been effective in teaching a wide range of behaviors to a wide range of children with disabling conditions. Since they have all been effective, which should teachers use? There are several guidelines that can be used in making the decision.

1. Teachers should select procedures based on their demonstrated effectiveness and efficiency. Only procedures that result in children learning should be used. Effectiveness refers to whether students eventually learn the skills being taught, and efficiency refers to the speed with which the skills are learned. Clearly, if two procedures are effective, but one can teach the skill in three days and one can teach it in six days, teachers should select and use the one that requires only three days.

2. Teachers should select procedures that do not result in harm to students. While most instructional procedures will not harm children, physical prompting may if the teacher is not careful.

3. Teachers should use the least intrusive and restrictive yet effective procedures. Intrusiveness deals with the extent to which the procedure intrudes on a child's body and restrictiveness deals with the extent to which the child's freedoms are constricted. Thus, a physical prompt is more intrusive than a model because the teacher's hands are placed on the child's body. A 10-second in-seat timeout (contingent upon errors) is more restrictive than a verbal statement, "no, this is _____" (contingent upon errors) because the child's freedom is restricted with timeout.

4. Children's response patterns should be analyzed when selecting instructional strategies. For example, if children readily wait for teacher's assistance, then the time delay procedure could be used, but if they respond impulsively, the time delay procedure will not be effective unless children are taught to wait for assistance. If a student appears to find tactile stimuli aversive, then physical prompts should be avoided; likewise, if children find tactile stimuli highly reinforcing, then physical prompts should also be avoided. Further, if children do not imitate, then model prompts would not be very helpful.

5. The phase of performance evidenced by the child should be considered when selecting instructional strategies. The procedures described above can be used for establishing acquisition, but not if the child is in the fluency building phase or in the maintenance phase, then other manipulations are required. If the child is learning to generalize, then the naturalistic procedures may be useful, or the other procedures may require certain modifications such as using different materials, settings, or trainers.

6. The principle of parsimony should be considered. If two or more effective solutions exist for a problem, then the simpler more direct procedure should be selected. For example, if the antecedent prompt and test procedure will be effective with a given child, then it should be used rather than least-to-most prompting because it will be easier for the teacher to use consistently.

7. Procedures that are socially valid should be selected. Social validity refers to judgments of the worth or value of the goals, procedures, and effects of our interventions. At issue here is whether the parents and other team members find the strategies acceptable. Thus, when a questionable procedure is being used (e.g., physical prompting), the teacher should be sure that it is acceptable to the parents.

HELPFUL ENTRY LEVEL SKILLS CHECKLIST
REVISED EDITION

CHILD'S NAME: _____

PARENT'S NAME(S): _____

DATE OF BIRTH: _____

PROGRAM: _____

TEACHER: _____

Pretest Date: _____

Target Skill Numbers:

Classroom Rules	____	____	____	____	____	____
Work Skills	____	____	____	____	____	____
Communication	____	____	____	____	____	____
Social Behavior	____	____	____	____	____	____
Self Management	____	____	____	____	____	____

Mid Year Date: _____

Target Skill Numbers:

Classroom Rules	____	____	____	____	____	____
Work Skills	____	____	____	____	____	____
Communication	____	____	____	____	____	____
Social Behavior	____	____	____	____	____	____
Self Management	____	____	____	____	____	____

Post Test Date: _____

Target Skill Numbers:

Classroom Rules	____	____	____	____	____	____
Work Skills	____	____	____	____	____	____
Communication	____	____	____	____	____	____
Social Behavior	____	____	____	____	____	____
Self Management	____	____	____	____	____	____

Project STEPS
Child Development Centers of the Bluegrass, Inc.
Lexington, KY

PROJECT STEPS HELPFUL ENTRY LEVEL SKILLS CHECKLIST

CHILD'S NAME: _____

PERSON COMPLETING FORM: _____

SKILL	PRETEST DATE:			MIDYEAR DATE:			POST TEST DATE:		
CLASSROOM RULES	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Walks rather than runs indoors									
2. Waits quietly in line									
3. Sits or waits appropriately									
4. Complies with simple directions provided to a group									
5. Makes transition from one activity to another with minimal assistance									
6. Uses appropriate behaviors to get teacher (staff) attention when necessary									
7. Replaces material, cleans up own activity area									
8. Stays in own space for activities									
9. Stays with group outside classroom									

Comments:

Target Skill #(s): _____ _____ _____

WORK SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Refrains from disturbing the activity of others									
2. Stops activity when given direction "stop"									
3. Works independently on developmentally appropriate material									
4. Completes tasks when given developmentally appropriate material									
5. Follows simple directions related to tasks									
6. Engages in developmentally appropriate activities for 1-3-5-10-15 minutes									
7. Waits until directions are completed to begin activities									

Comments:

Target Skill #(s): _____ _____ _____

KEY: V = VERBAL PROMPT / GUIDANCE
M = MODEL PROMPT / GUIDANCE
P = PHYSICAL PROMPT / GUIDANCE
I/E = INCONSISTENT OR EMERGING

CHILD'S NAME: _____

HELS CHECKLIST
PAGE 2

SKILL	PRETEST DATE:			MIDYEAR DATE:			POST TEST DATE:		
COMMUNICATION SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Comes to adult when signaled									
2. Communicates own needs and preferences									
3. Answers questions about self/family, name, address, age, birthdate, parents' name									
4. Attends to peer or adult who is talking to a group									

Comments:

Target Skill #(s): _____ _____ _____ _____

SOCIAL BEHAVIOR SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Responds positively to social recognition and reinforcement									
2. Modifies behavior when provided with verbal direction									
3. Follows school rules									
4. Separates from parents and accepts school personnel									
5. Interacts cooperatively with others									
6. Respects others and their property									
7. Expresses emotions and feelings appropriately									
8. Exhibits self-control regarding aggressive behavior to self or others, i.e. hitting, biting, using obscene language									
9. Defends self appropriately									
10. Is willing to try new activities and skills									
11. Waits to take turns and shares									
12. Uses imitative behavior appropriately									

Comments:

Target Skill #(s): _____ _____ _____

KEY: V = VERBAL PROMPT / GUIDANCE
M = MODEL PROMPT / GUIDANCE
P = PHYSICAL PROMPT / GUIDANCE
I/E = INCONSISTENT OR EMERGING

CHILD'S NAME: _____

HELS CHECKLIST
PAGE 3

SKILL	PRETEST DATE:			MIDYEAR DATE:			POST TEST DATE:		
SELF MANAGEMENT SKILLS	YES	NO	I/E	YES	NO	I/E	YES	NO	I/E
1. Eats lunch or snack with minimal assistance									
2. Is aware of/attends to appearance, i.e. keeps nose clean, adjusts clothing									
3. Locates and uses restroom									
4. Cares for bathroom needs									
5. Puts on/takes off outer clothing with minimal assistance									
6. Makes transition between classroom and transportation with minimal assistance									
7. Seeks out adult if hurt or cannot handle social situations									
8. Is aware of obvious dangers and avoids them									
9. Locates own possessions and returns them to appropriate place									

Comments:

Target Skill #(s): _____ _____ _____

General Comments:

KEY: V = VERBAL PROMPT / GUIDANCE
M = MODEL PROMPT / GUIDANCE
P = PHYSICAL PROMPT / GUIDANCE
I/E = INCONSISTENT OR EMERGING

HELPFUL ENTRY LEVEL SKILLS - REVISED
SKILL SUMMARY PAGE

CLASSROOM RULES

Skill 1 Walks rather than runs indoors
2 Waits quietly in line
3 Sits or waits appropriately
4 Complies with simple directions provided to a group
5 Makes transition form one activity to another with minimal assistance
6 Uses appropriate behaviors to get teacher (staff) attention
7 Replaces material, cleans up own activity area
8 Stays in own space for activities
9 Stays with group outside classroom

WORK SKILLS

Skill 1 Refrains from disturbing the activity of others
2 Stops activity when given direction "stop"
3 Works independently on developmentally appropriate material
4 Completes tasks when given developmentally appropriate material
5 Follows simple directions related to tasks
6 Engages in developmentally appropriate activities for 1-3-5-10-15 minutes
7 Waits until directions are completed to begin activities

COMMUNICATION SKILLS

Skill 1 Comes to adult when signaled
2 Communicates own needs and preferences
3 Answers questions about self/family, name, address, age, birthdate, parents' name
4 Attends to peer or adult who is talking to a group

SOCIAL BEHAVIOR SKILLS

Skill 1 Responds positively to social recognition and reinforcement
2 Modifies behavior when provided with verbal direction
3 Follows school rules
4 Separates from parents and accepts school personnel
5 Interacts cooperatively with others
6 Respects others and their property
7 Expresses emotions and feelings appropriately
8 Exhibits self-control regarding aggressive behavior to self or others, i.e. hitting, biting, using obscene language
9 Defends self appropriately
10 Is willing to try new activities
11 Waits to take turns and shares
12 Uses imitative behavior appropriately

SELF MANAGEMENT SKILLS

Skill 1 Eats lunch or snack with minimal assistance
2 Is aware of/attends to appearance, i.e., keeps nose clean, adjusts clothing
3 Locates and uses restroom
4 Cares for bathroom needs
5 Puts on/takes off outer clothing with minimal assistance
6 Makes transition between classroom and transportation with minimal assistance
7 Seeks out adult if hurt or cannot handle social situations
8 Is aware of obvious dangers and avoids them
9 Locates own possessions and returns them to appropriate place

HELPFUL ENTRY LEVEL SKILLS

Purpose of the Helpful Entry Level Skills

The Helpful Entry Level Skills-Revised Checklist was designed to assist teachers of preschool children in selecting functional skills that children may need in order to make a successful transition into the public school Kindergarten and 1st grade settings. These skills, for the most part, deal with attending, compliance, ability to follow directions, turn taking, ability to follow classroom routines and rules, and the ability of a child to function independently. The entry level skills are defined as those survival skills, or social and behavioral skills, that may be necessary for a child to function successfully in the next school environment. While the acquisition of these skills in NOT a requirement for placement in any public school program, it is hoped that the acquisition of these skills will help children in their adjustment in their next school environment and will facilitate placements for children with disabilities in the least restrictive environment possible.

The Helpful Entry Level Skills-Revised Checklist is not intended to take the place of the language, motor, cognitive, and pre-academic skills currently being addressed in the preschool. Nor, as previously stated, is the goal to insure that all children have these skills as prerequisites for specific program placement. Rather, it is a goal to provide the child with the optimal number of skills possible.

Many of the skills listed on the Helpful Entry Level Skills-Revised Checklist are currently being addressed at the preschool level. However, a systematic way of determining the expectations of the kindergarten and 1st grade teachers has not been in place. On one hand, it its not possible to determine a specific set of functional skills appropriate for all preschool children entering the public schools considering the individual strengths and weaknesses of the children and the various programs they will be entering. On the other hand, it is possible to determine some skills that are common and desirable for most children.

The Helpful Entry Level Skills Checklist was originally developed by Project STEPS in 1987 and reflects the opinion of a sampling of Fayette County, Kentucky, teachers, both in special education and in regular education. These skills, with some modifications based upon the recommendations of preschool teachers, parents and professionals, are seen as the most critical for facilitating a child's success as he/she makes the transition from the preschool to the public schools in the Lexington, Kentucky area.

In 1991, the checklist was revised to reflect current thinking in the field of early childhood and to address changes in programs as a result of new legislation (PL 99-457, PL 102-119). Changes made on the checklist are the result of state-wide outreach efforts and field testing across the state for 1989 to 1991.

The revised edition of the Helpful Entry Level Skills Checklist offers a systematic way of recording and identifying specific functional skills for children going through the transition process. It is to be used as a guide for teaching young children skills that lead to independence, rather than as a prerequisite for entry into a public school program.

Rationale

Research (Vincent, Salisbury, Walter, Brown, & Gruenewald, 1980; Fowler, 1980; Hains, Fowler, Schwartz, Kottwitz, & Rosenkoetter, 1989; Zigler, 1985) shows that many children who experience failure in kindergarten or first grade have difficulty with the social/behavioral skill areas rather than with the pre-academic areas. A two year study conducted by Vincent and Associates in Madison Wisconsin, in the late 70's looked at teachers perceptions of the strengths and weaknesses of children placed in their programs from preschool programs. The area teachers were asked to critique included pre-academic, language, motor, and social/survival skills. The greatest number of both strengths and weaknesses were in the social/survival skill areas. These findings were consistent for both years of the study. The teachers were also asked to identify skills they thought children should have upon entering their class. Here again, the majority of skills centered around the social/survival areas rather than the pre-academic, language, and motor areas.

Vincent (1980) also considered the placement of children with handicapping conditions. It was found that when children exhibited appropriate social/survival skills, their chances of being mainstreamed with their normal peers increased. Vincent (1980) did not overlook the importance of the developmental skills area, but rather stressed the importance of these entry level skills being taught in conjunctions with the normal curriculum used in the preschool. This study further indicated that this teaching process should be initiated several years before children enter the public schools. Since it is impossible and undesirable to predict a child's placement several years in advance, the teaching of these skills should be incorporated with all children who are enrolled in early childhood/special education programs. This study suggested that even the more severely handicapped children should be taught as many entry level skills as possible. If the data document that a child has some of these skills, it may be possible to further document the appropriateness of integration with non-handicapped children.

Vincent (1980) went on to suggest that the terminal objective from teaching entry level skills should be that children attain the level expected of regular kindergarten children in mid year. Hopefully, this will ensure the children to be able to function for several months without experiencing failure. Even for the more severely involved children who are unable to meet criteria, it might ensure that they would be placed in programs designed for the less disabled student.

Administering the Helpful Entry Level Skills-Revised Checklist

Within 30 days of enrollment in a preschool program, each child should be pretested. During the first few weeks of enrollment in a program, the teacher should observe the child to determine the presence/absence of the stated skills. The instrument should be used as a checklist, not a formal instrument for assessing skills.

The Helpful Entry Level Skills-Revised Checklist, which can be administered in approximately 5-10 minutes per child, is completed by using the following response guidelines.

Yes - The behavior is well established. The child performs the skill independently or with occasional prompts. In the yes column the following may be used as prompt symbols:

M = Model Prompt
V = Verbal Prompt
P = Physical Prompt

No - The behavior has not been observed or is seen as a significant problem for the child.

Inconsistent/Emerging - The behavior is emerging or is exhibited only on occasion.

A "comment" section is provided for the teacher to indicate adaptations, concerns and/or reasons why the child might not exhibit this skill. For example, when assessing Communication Skill #2 (Communicated own needs/preferences) consider that a non-verbal child may be able to indicate his/her needs by signing or using an augmentative communication system. In this case, mark the skill "yes" and in the comment section indicate how the child communicates.

After administering the checklist, the teacher should identify those skills that are most likely to interfere with the child's successful transition. The skill number should be placed in the Target Skills section of the checklist for each of the five categories. These are the skills that should be taught during the school year. Stress should be placed on those skills that are most critical for the child. Many of the other skills will be incorporated into the preschool curriculum by way of incidental teaching.

The first page of the checklist contains identifying information about the child and the child's program. Space is also provided for target skills to be summarized from pre, mid, and post tests. A summary sheet of all the skills included in the HELS Checklist is provided so that it can be attached to a copy of the first page and sent to families and/or other staff members or agencies working with the child.

During family conferences, share the checklist with parents. Discuss the purpose and importance of the checklist. With the family, target skills as goals for the child's transition year and include them on the child's IFSP/IEP. When appropriate give the family suggestions for facilitating the acquisition of these skills within the home environment.

Midyear Evaluation

The checklist provides an opportunity for the teacher to re-assess the entry level skills at mid-year. The checklist should be administered to determine the progress and allow the teacher to update goals for the child.

Post-Test Evaluation

During the last month of school or when a child leaves a program, administer the post-test of the Helpful Entry Level Skills-Revised Checklist. The same guidelines for administering the pre-test should be followed. The form itself will reflect an achievement of the skill. Any discussion of a child's progress can be included in a final summary or as a narrative statement written by the teacher and attached to the checklist.

During the final parent conference, review the checklist along with other components of the child's IFSP/IEP. Give the parents a copy of the checklist and suggestions for fostering independence.

Follow-Up

It is suggested that a copy of the Helpful Entry Level Skills-Revised Checklist be sent to the child's receiving teacher. This may be included in a follow-up packet prepared by the preschool. Educational summaries, therapy summaries, work samples, current evaluation results, and other pertinent information may also be included. The child's parent may take the packet to the receiving teacher or the preschool may send the packet through the school system.

CLASSROOM RULES

Skill #1: Walks rather than runs indoors.

Instructional Strategies

Since compliance with any rules requires the student to COMPREHEND or UNDERSTAND the LANGUAGE used to COMMUNICATE the rule to the student, the following strategies and adaptations are offered.

1. During the <u>first</u> days of school children can use a knotted rope when moving between rooms or buildings.

2. Discuss the reason for walking inside a building.

3. Discuss where it is appropriate to run.

4. Post a rebus drawing of the rule on wall chart.

5. Use a compliment system - each time a teacher or another adult comments on class walking, a compliment is posted in classroom such as pumpkin on paper pumpkin patch. When filled, a "popcorn party" or other special event can happen.

6. When leaving the room, children can match their feet to paper footsteps on the floor, numbers, letters, or colored line, etc.

7. During language or vocabulary units on opposites, include units on: fast vs. slow, verbs emphasizing run vs. walk, and locations of inside vs. outside.

8. For children who have a hearing impairment or children who need visual cues or signs to help them comprehend the concepts of walk vs. run, fast vs. slow, or inside vs. outside:
   - Use gestures when teaching the concepts.
   - Use pictures on a child's communication board to reinforce the concepts.
   - Use sign language to help the whole class learn the concepts.
   - Use "secret signals" to remind children with language processing difficulties to walk or slow down, etc. This decreases constant verbal corrections and negative feedback.

9. For the student who is visually impaired:
   - Work with an Orientation and Mobility specialist (O & M specialist) to teach student to trail walls and hallways.
   - Assign a "buddy" to serve as a sighted guide for the visually impaired student. Get input from O & M specialist.

10. For children who learn better through the touch or movement modes:
    - Use playground equipment to experience fast vs. slow.
    - Consult occupational therapist/physical therapist (OT/PT) about: activities to help such children experience and learn the concepts of fast vs. slow and walk vs. run.
    - Visually cue for nonverbal child giving sign for walk.

11. For children who respond best to musicality or rhythm in processing language and learning new material:
    - Use rate of music to reinforce the concepts of fast vs. slow.
    - Use rhythm band activities and imitation to reinforce the concepts of fast or slow.
    - Use a different pitch of voice or rate of speech to coincide with the words fast vs. slow or walk vs. run when teaching and directing the children in these concepts.

12. Point out examples of people who are walking at the mall/not walking at the mall, stores, etc.

Activities

1. Role play with puppets or stuffed animals the logical consequences of NOT walking inside. For example, bumping into our friends and accidentally hurting them or ourselves.

2. Games: "Simon Says"
   "Follow the Leader"
   "Mother, May I"
   "Direction Detection"

3. Songs: "Follow the Back in Front of You" - tune of "Mulberry Bush".

4. Imitate types of walking like "falling snow", "cat's paws", "velvet", "soldiers marching".

5. Run a week's theme on such topics as "How we go" and "Where we go" and include language and vocabulary as noted in strategy #7.

6. Conduct safety units. Provide examples of when it is appropriate/no appropriate to exhibit given behaviors i.e., <u>walk</u> inside the school bus, <u>run</u> on the playground.

7. Using a metronome, or music, set 2 different distinct speeds. Explain that one is an inside/walking speed and one is an outside/running speed. Then play the different speeds and have children walk/run to the speed. Remind them that when inside they always use the inside speed, except for special occasions like P.E.

CLASSROOM RULES

Skill #2: Waits quietly in line.

Instructional Strategies

1. Have children line up on colored tape, or foot prints allowing space between children. Chant - children echo: feet on the line, hands by your side, eyes looking forward, smiles on faces, walking feet, we're ready, let's go!

2. Use stop sign or quiet zone sign.

3. When children walk quietly, place a sticker on their name tag.

4. For the student who is visually impaired:
   - Use fluorescent colored tape or colored tape that is in contrast to the color of the carpet (e.g., if carpet is dark, use white tape) for children to line up on.

5. Choose a class monitor to select who is quiet - reward!

Activities

1. Play "zip your lip" or put finger to lips in "shsh" position when walking from one place to another.

2. Play pretend games i.e., "quiet as mice", baby's sleeping.

3. Play game version of "cars on a road" in hallway. Children (cars) must stay in line (follow "car" ahead of them). Stay to right of hall to allow for children (cars) going the other direction ("cars" on opposite side of the road).

Skill #3: Sits or waits appropriately.

Instructional Strategies

1. Choose a child who waits appropriately to be "leader of the day" to serve as a role model.

2. Teach components of good sitting i.e., where feet go. Insure that disabled children are positioned correctly. Verbally reinforce those who are doing it correctly.

3. Use visual cue on floor as to designate where child is to sit. For example, colored tape in circle, smiley faces on floor, etc.

4. Verbally reinforce those who are sitting correctly. For example, "I like the way _____ is sitting; great job, _____".

5. Use seat belts in the car.

6. For toddlers, use terms such as "nice hands" or "quiet feet;" also touch body part involved when giving directions.

7. Use modeling of your own or another child's hands, feet.

Activities

1. Games: "Mother, May I"
"7-up"
"Button, Button, Whose Got the Button"
"Musical Textures"
"Sweet 16"

2. Using a timer or bell, play a game similar to musical chairs, except each child has a certain place to go with each sound. This can be adapted to use with learning centers. Each child waits until given a sound. Child moves to appropriate space/learning center.

Skill #4: Complies with simple direction provided to a group.

Instructional Strategies

This skill again implies LANGUAGE COMPREHENSION and ATTENDING TO A SPEAKER.

1. Devise a signaling device(s) to cue students that it is time to look and listen to the teacher. For example, lights flashing, timer bell going off, clapping hands, specific alerting phrase such as "Turn on your ears/eyes".

2. Design a week's theme on "Doing things together".

3. For children with more severe disabilities, design a buddy system where a peer without disabilities is responsible to help his buddy follow class directions.

4. For children with language processing difficulties, but who respond to musicality well, use certain melodies for a set of very basic directions and have the children sing along as they comply to the classroom directions.

5. Use gestures or sign language to accompany verbal directions for children who need visual cues.

6. Use a pictorial chart or pictures to accompany directions for children who need visual cues which remain in view. (Remember sign language and gestures vanish as quickly as spoken words. Some children need a cue which remains in view for several seconds in order for them to comply or remember what direction has been given.)

7. For students having more severe cognitive disabilities, emphasize imitation skills and having them imitate their peers who do not have disabilities so that they get in the habit of attending to what their peers are doing and are more likely to follow what their classmates are doing when a general direction is given.

8. Design an activity which requires the child to follow a series of directions in order to complete the project.

9. Teach the terms "many", "everybody", "all", etc. (many students do not respond to a command unless it is specifically directed to them).

10. Use natural preparation, clean up activities. Example, put toys away to get ready for snack; put mats away when rest time is over; get a ball for play time.

Activities

1. Games: "Mother, May I"
"Simon Says"
"Farmer in the Dell"
"Duck, Duck, Goose"
"Balloon Burst"
"Imitation"
"Treasure Hunt"

2. Songs: "Clap Your Hands"
"The Grand Old Duke of York"

3. Play a game where the teacher says "All hands down", "All hands up", "Cover your eyes" and gradually adding more academic or functional behaviors.

CLASSROOM RULES

Skill #5: Makes transitions from one activity to another with minimal assistance.

Instructional Strategies

1. Use a buddy system in coupling students with more significant physical disabilities with peers that do not have disabilities during transition times. This facilitates students working together, rather than the teacher always focusing on the child who requires physical assistance.

2. If possible, follow the same schedule everyday. Prepare the children ahead of time for major changes i.e., tomorrow we will have a party.

3. For orderly transitions call small groups one at a time i.e., all girls, all children wearing red, etc.

4. Display clock face by schedule (pictures of events) which show when events happen.

5. Prepare children by giving at least one minute reminder that activity is almost done, and tell what is next.

6. Provide a shelf with concrete objects related to specific routine activities, and use as visual cues. Toilet paper or diaper for potty time, cup for snack time, car for toy time, etc.

7. Have a child who has an extra difficult time making transitions assist in signaling others: ring bell, flick lights, etc.

8. Lay down footprints to walk on to next activity.

9. Visual or auditory cues can be used appropriately for the hearing or visually impaired child to indicate that it is time to change activities i.e., lights flipped on/off, music, pictures, puppets.

10. For the student with a visual impairment:
- Use an auditory stimulus (such as bell of kitchen timer) to indicate transition times between activities - ring bell when activity is over and ring again when next activity begins.

11. For the student with a hearing impairment:
- Use simple drawings of activities to develop schedule. Point to picture as well as verbally explain next activity.

12. For the student with multiple handicaps:
- Develop a symbol shelf with a small object that relates to each activity of the day (e.g., flag - circle time; cassette tape - music).

  Assist student in getting object out of box (see appendix) at beginning of activity. Signal end of activity by putting object back in box and/or ringing bell.

Activities

1. Games: "Follow the Leader"

2. Make a game board of the classroom/school with main areas indicated. Have the students use cars or toy objects to practice going from one place to another.

3. Roll large cube shape which has drawings of various positions/motions on it. Child rolls it and does that action to the next activity spot.

4. Sing "I need _____ at the circle."

5. Posting a schedule of activities for the day as part of planning time. Symbols for the various activities help children identify what is happening next.

Skill #6: Using appropriate behaviors to get teacher (staff) attention when necessary.

Instructional Strategies

1. Be sure to discuss with all the students that there are various ways to initiate contact to a teacher or friend. Make the children aware that they are all special. Show them that x child will be initiating to the teacher in a slightly different way since he/she may have a little difficulty with raising his/her hand.

2. For children with a physical disability, consult with the OT/PT and/or Speech Pathologist to design a calling system for each child's needs. Some possibilities are:
   - an endless tape loop activated by a switch which says: "Call on me please."
   - a quiet buzzer activated easily by the student. Remember that there are lots of ways to activate things--our head, shoulder, leg, foot, etc. You will need an OT/PT to help make that decision so that you choose an efficient means for each particular student that does not reinforce inappropriate motor patterns.
   - use a buddy system for physical assistance from peers.

3. Some children do not know when or how to initiate in class. Be sure to offer times for such children to have a chance to initiate in class. Watch that certain children do not always monopolize speaking time, language time, snack time, etc.

4. Use a puppet or doll to demonstrate raising hand or other appropriate attention getting behaviors.

5. Give each child a flag to raise if assistance is needed.

6. Placing a smiley face or visual cue on child's hand is appropriate for a child with a hearing impairment to remind him/her to raise his/her hand.

7. For the student with multiple handicaps:
   - Put a message, "I need help" on a closed loop answering machine tape. Have the student press an adaptive switch attached to the tape recorder when he/she needs assistance.

8. Reinforce those children who initiate or respond appropriately.

Adaptations

Dependent upon the level of each student's cognitive or physical abilities, various forms of initiation will need to be accepted at times.

Activities

1. Songs: "If You're Happy"
"Asking People"

CLASSROOM RULES

Skill #7: Replaces material, cleans up own work place.

Instructional Strategies

1. Encourage children to put away their items as part of the classroom routine. Place for items should be clearly marked by outline of item, color code, picture of item, etc.

2. Use visual cues i.e., pictures, colors, and/or words to indicate placement of specific items i.e., all items labeled in yellow go in yellow shelf. Later in the year remove pictures, colors, then words.

3. Use "funny cloths" to encourage clean up (old clothes with funny faces, animals, etc.)

4. Use "Clean Workers" chart. Give a star for each clean activity area.

5. Providing auditory cues can be appropriately used for the child who is visually impaired to indicate "clean up" time.

6. Provide each child with his own cleaning basket.

7. Provide children with own place to put personal belongings (coat, tote bag).

8. Parents can have children help at home by putting away dishes, toys, etc.

9. Invite the "janitor" to inspect the room.

10. For the student who is visually impaired:
- Use cleaning clothes that are fluorescent in color.

11. Reinforce good clean up by smiley face chart, verbal praise, etc.

Activities

1. Books: "The Very Messy Room"
"The Berenstain Bears and the Messy Room"
"A Children's Book About Being Messy."
"Just A Mess"

CLASSROOM RULES

Skill #8: Stays in own space for activity.

Instructional Strategies

1. Some children are not posturally stable or have lower muscle tone. This makes it difficult for them to stay in one place. Consult a physical therapist for suggestions and activities for such children.

2. Some children are not aware sensorially where they are in space or where their body begins and ends. Consult an OT for suggestions and activities for such children.

3. Use pictures, place mats, carpet squares, tape squares to indicate individual spaces. Emphasize that this is each child's special place to work.

4. Have a child who has difficulty sitting still sit beside the teacher. Teachers can provide a physical/verbal cue to remind the child to sit still without interrupting the activity.

5. Observe centers - are they too close together? Is the place of activity well designated?

6. At home parents can assign certain areas for an activity i.e., same place/chair at table for meals.

7. For the student who is visually impaired:
   - "Outline" the child's space with a raised material such as rope/yarn.
   - Make a pressure switch (see appendix) the same size as the "space" of other students. Tape it to the carpet. Attach the switch to a music source so that the student will know when he/she is on his/her space.

Skill #9: Stays with group outside classroom.

Instructional Strategies

1. Develop a "Buddy System".

2. Make boundaries clear to the students. Walk class along allowed border of play area before releasing group.

3. Take tour of building sighting key rooms. For child who runs off, state, "I will not chase you, now come back".

4. Sometimes walking with a knotted rope helps children stay together, especially on a field trip.

5. For the student who is visually impaired:
   - Teach a "buddy" to be a sighted guide.
   - On field trips, or when with other groups color code the class with arm bands or ribbon.

6. Reinforce verbally - I like the way _____ is walking with us. It is real important to walk together.

7. Designate playground activities by color code i.e., children wearing blue go to swing.

Activities

1. Games: "Hide-N-Seek"

2. Play "circle chain" - all students gather in a large circle and hold hands whenever a signal is given.

3. Provide a variety of outdoor experiences, visit the zoo, historic places, malls, etc. Stress the importance of staying with the group.

4. Have relay races.

WORK SKILLS

Skill #1: Refrains from disturbing the activity of others.

Instructional Strategies

1. Use area markers, carpet squares, place mats to mark individual spaces. Use designated areas for activities such as colored tape on the floor for block area.

2. Use individual work boxes for children to store their materials.

3. Discuss hands to self as one of the class rules.

4. Initially space activities/centers far apart. Then gradually move the activities/centers closer together as children learn to stay in their own spaces.

5. Set aside time each day for children and family members to engage in an independent activity.

6. For the student who is visually impaired:
   - Use fluorescent colored tape or colored tape that is in contrast to the color of the carpet (e.g., if carpet is dark, use white tape) for children to line up on.

7. Model good hands and then reinforce those who are doing it correctly.

Activities

1. Books: "A Children's Book About Being Rude"
   "The Berenstain Bears and the Trouble with Friends"

WORK SKILLS

Skill #2: Stops activity when given direction "stop".

Instructional Strategies

1. Use signals/lights/bells to cue class to begin and end work. Can be used appropriately for hearing and visually impaired children.

2. For the student who is multiply handicapped:
   - Develop a symbol shelf with a small object that relates to each activity of the day (e.g., flag - circle time; cassette tape - music). Assist student in getting object out of box (see appendix) at beginning of activity. Signal end of activity by putting object back in box and/or ringing bell.

3. Give reinforcement of verbal praise, handshake, winks, etc.

Activities

1. Games: "Red Light/Green Light"
   "Musical Chairs"
   "Busy Bee"
   "Head and Shoulders, Knees and Toes"

2. Records: The Freeze - <u>We All Live Together</u> Vol. 2.
   My Pony "Stop and Go" - <u>Look at My World</u>

3. Simulate an activity utilizing the Indy 500. Can be as a board game or gross motor activity. Stress "stop" by having children refuel, fix tires, change oil, have wreck, etc.

4. Make a large size floor game with contact paper or masking tape, using a format similar to Candyland. Let child move from red/green circles on board: If green, they get another turn; if red, they must stop.

WORK SKILLS

Skill #3: Works independently on developmentally appropriate material.

Instructional Strategies

1. Go through activity step by step before asking child to do it independently, making sure the child understands the task/material.

2. Use a Learning Station approach. Arrange materials in bins, folders, etc. to help with organization.

3. Give child certain jobs to do at school or at home i.e., set table, help with dishes, erase board.

4. Use self checking materials that reinforce independent task completion i.e., dot-to-dot activities, puzzles, divided books that make a picture when put together correctly.

5. Encourage use of Electronic Learning Aids i.e., Speak and Spell, Speak and Read, Speak and Math, Touch and Tell.

6. An awareness of the environment is needed. Are all supplies available, within reach, are provisions made for adaptives for special needs?

7. For the student who is visually impaired, consider the following when choosing object:
   - High color contrast (e.g., black/white or red/black).
   - Objects with reflective property (e.g., mylar balloon).
   - Fluorescent colored objects.
   - Objects with movement properties (e.g., pinwheel).

8. Use of a timer to "see if you can work on this activity until the timer goes off".

Activities

1. Books: "All By Myself"

WORK SKILLS

Skill #4: Completes tasks given developmentally appropriate material.

Instructional Strategies

1. Reinforce children when the task is completed.

2. Provide sufficient time for children to complete task.

3. Provide reinforcement for each completed step i.e., dressing to go out side, getting ready for snack, getting ready for bed/bath.

4. Provide activities that require completion of 2 or 3 steps before reinforcement is received i.e., following recipe.

5. Begin with simple, short-term activities which can be completed successfully; do not expect new activities to be completed independently.

6. Allow child to choose location for activity and if appropriate provide some choice in materials.

7. For the student who is visually impaired:
   - If doing "coloring pages", outline picture with thick, black marker. Allow student to use fluorescent crayons or markers to color with.

8. For the student who is multiply handicapped:
   - The student who is multiply handicapped may not be able to perform all tasks within an activity. Allow the activity to serve as an opportunity to practice basic skills (such as reach, grasp, etc.). Provide physical assistance - preferably from a peer.

9. Discuss steps with student, possibly giving physical cues, rebus pictures, materials to use in order.

Activities

1. "Ladder Game" - Child's name goes on the next rung of the ladder each time he completes a task.

WORK SKILLS

Skill #5: Follows simple directions related to task.

Instructional Strategies

1. Illustrate each step of a task by using simple pictures. Display pictures while giving verbal directions i.e., illustrate steps of a simple recipe, cleaning activity, etc.

2. Use one step commands, then gradually add two, then three, etc.

3. Ask children to repeat the directions prior to initiating task.

4. Use puppets to give directions; also use the puppets to model the task.

5. Display the finished permanent product.

6. Model the activity while giving directions.

7. Use activities requiring whole-body.

8. Require eye contact before giving directions.

9. Use signs/gestures with verbal directions.

10. For children who are visually impaired:
    - Consider reinforcers that have visual characteristics.
    - Consider reinforcers that have tactile or auditory characteristics.

Activities

1. Memory Games: "Grandmother's Suitcase"
   "Grandfather's Store"
   "Grandfather's Store"
   "Going on a Trip"

2. Games: "Treasure Hunt"
   "Mother, May I"
   "Simon Says" - Gradually increase the number of directions.

3. Conduct an activity where first child gives one direction, then a second child adds another direction, etc.

4. Records: Firehouse Song - Look at My World
   Childrens Games

WORK SKILLS

Skill #6: Engages in developmentally appropriate activities.

Instructional Strategies

1. Using timer to indicate various work intervals can be appropriately used for a hearing impaired child.

2. Begin with 1 minute activity. Increase time as appropriate for each child.

3. Use simple bar graph and let child color in the amount of time spent on a specific task.

4. Using music as a cue, have children work at a learning station. When music stops children should move to the next station and wait for music to begin. As appropriate, increase the length of the musical cue.

5. Reward attempts and approximations in beginning new activities or when increasing time speed.

Skill #7: Waits until directions are completed to begin activities.

Instructional Strategies

1. Encourage children to maintain eye contact when the teacher is giving directions. The teacher needs to maintain eye contact with the students.

2. Marble Party - each day a marble is placed in a jar if everyone waits until all directions are given. When jar is filled, a party is given for the children.

3. Use a "Begin Work" signal such as a light or bell, to indicate when to start. Physical prompt for the start of the activity.

4. Use phrases such as "Hands Up" and "Get ready, get set, go".

Activities

1. Play games that require children to listen then start when teacher says start.

2. Encourage "waiting" by playing circle activities such as "Duck, Duck, Goose", "Tisket A Tasket", or "Drop the Handkerchief".

3. Records: The Freeze - We All Live Together Vol. 2
   Put Your Hands in the Air - Learning Basic Skills Through Music Vol. 1
   Listen and Move - We All Live Together Vol. 2
   Listen and Do - Learning Basic Skills Through Music - Building Vocabulary

COMMUNICATION SKILLS

Skill #1: Comes to adult when signaled.

Instructional Strategies

1. Use manual sign in teaching "come".

2. Call or sign to the child to come, then physically lead/prompt child to the speaker. Gradually decrease physical prompt.

3. Using adaptive toys that "come" to the teacher or student when a switch is pushed.

4. Use a "buddy system" and couple "typical" children with children having disabilities. Call the children together to "come" and let the peers help each other.

5. For the student who is visually impaired:
   - Be descriptive when saying where you want the student with visual impairments to come to. For example, say "_____, come to the table next to the door".

6. For the student who is multiply handicapped:
   - Assign a "buddy" to push the child's wheelchair. When the teacher says "come", have the peer go to the student and push him/her to the teacher. Accept nonverbal signals that the student with multiple handicaps might give to show that he/she understands the command, such as rocking back and forth in his/her wheelchair.

Activities

1. Pretend someone is on the phone for the child, he needs to "come" and answer the phone being held by adult.

2. Games: "Red Light/Green Light"
   "Mother, May I"

3. Play hide and seek. Teacher hides and calls a student's name. He must find the teacher.

Inclusion of goals in daily routines

1. Greeting and entering the room: Have teacher or assistant stationed at children's cubby's as they enter the room. After being greeted at the door, the other teacher tells each child to "come" to her and put up tote bag, etc.

2. If snack time is conducted as 2 or 3 small groups, ask each teacher/aid to call each child to "come" to her table or to "come" and wash hands, etc. each day.

3. Utilize natural opportunities at play time inside and outside to periodically call each child to "come" to the teacher to carry out tasks, join activities, etc.

4. At circle time let the children hang up their names on a chart, etc. each day. Tell each child to "come" and get their name.

5. Give children various jobs during the day. For example, checking the weather, passing out snack items, helping other children, etc. Each time it is the child's turn for a job, call him/her to "come", and then give him/her their task directions.

6. At dismissal time, call each child to "come" and get their tote bag, a note for home, etc.

Reinforcement of goals in activity centers

1. In dress up/imaginative play area, let the children play teacher or mom/dad and call other students to "come".

2. In the kitchen, ask children to "come" to dinner, or "come" and help cook dinner, etc.

3. In art section, ask children to "come" and see another child's creation, or "come" and help you get materials, etc.

COMMUNICATION SKILLS

Skill #2: Communicates own needs and preferences.

Instructional Strategies

1. Let child know it is okay to ask for help or say that he wants to do something different.

2. Give children choices to make at every opportunity possible (which shoes to wear, what to eat at snack, toys to play with, etc.)

3. Let the class vote on a group activity.

4. Do not anticipate a child's wants and needs. Require him to make an expressive attempt. (BUT, do not frustrate the child with unrealistic expectations. Consult the speech/language pathologist for the child's level of communicative abilities.)

5. Reinforce any attempt to communicate for children with severe speech problems.

6. Model using dolls or purpose.

7. For the student who is multiply handicapped:
   - Use two adaptive switches attached to separate tape recorders with messages on closed loop tapes e.g., "I want to play with blocks" or "I want to paint".
   - Accept other forms of communication to indicate choices such as eye gaze or smiles.

Incidental teaching strategies

See articles by Neetz, Halle, and Warren & Rogers-Warren which are referenced in the bibliography section of this manual. Some of the strategies these authors suggest are listed below.

Incidental teaching strategies are used to help children practice a skill that they have learned but need to use more often or transfer to new situations. In this incidence, the child must have some way to communicate his desires established in some setting. Incidental teaching strategies are used to increase the frequency of these behaviors. Some examples are:

- I see what I want but I can't get it without YOU.
- WAIT! Food, favorite toy, etc. is available, but not given to child until he makes an effort to request it.
- "Messing Up" Accidentally forgetting to give child an item which is important to a routine or task. Will he ask or signal for it?
- Pretending not to understand child's request until it is in the correct form.
- Blocking access to a desired item until the child asks for it or asks you to move.

REMEMBER: Use these only if the child is READY to transfer his new skill or needs more practice. BE REALISTIC and use these only if the child is ready for such strategies. DO NOT FRUSTRATE the child. Consult the speech/language pathologist about child's readiness and his best and easiest form of communicating.

Inclusion of goals in daily routines

1. Entering the room: After hanging up tote bag, offer children opportunities for choosing which activity center to enter.

2. Snack: Let children make choices about what they want to eat/drink. Have cups, napkins, foods available and visible and WAIT for the child to initiate a desire for these items. Arrange the amount of food and drink given initially so the children's requests for "more" can be honored.

3. Art: Let children select the media they will use, the project they wish to be involved in, the subject of their work, etc.

4. Offer opportunities for the children to choose the next activity center they are going to go to when they finish at each center.

5. Kitchen: Play restaurant and let the children "order" what they would like for dinner.

6. Dress-up: Let children select their costumes. Let them role play a trip to the mall where they tell each other what they want to buy, etc.

Activities

1. Let the class vote on a group activity.

2. Books: "I Know What I Like"
"Why Am I So Different?"
"What Do I Say?"

Adaptations

1. Adaptations can be extensive for this goal since many children with disabilities will take many forms. Some children will use manual sign. Some will use communication boards or electronic equipment to indicate their desires. Some will eye point to the desired item when you hold up two possible options. Some children will need pictures of their options if they do not readily understand verbal input.

2. Remember, if we are to honor a child's requests and encourage them to communicate their needs and preferences, we must honor their REFUSALS also. In order to express a preference, a child must know what he likes and dislikes and have a way of letting you know when does not like something. So be ready to honor, if possible, a child's communication of NO, I Don't Want To!

3. Remember, also that all children do not communicate in the same ways. Some children use negative or unpleasant behaviors to say"NO" or "I want _____". See the article by Anne Donnellan in the bibliography entitled "The Communicative Value of Aberrant Behaviors." We must be careful not to just label a behavior "bad" with a child who has no clear, understandable communication system. A child's crying, reaching, tantrum,

etc. MAY BE saying something very important or asking for something. Step back and look at the situation and try to see what a child is trying to communicate to you with his behaviors.

4. In all the activities, suggestions above, remember, that you must have a child's communication system available to him at all times if he is to learn to communicate his needs and preferences. If a child is using a communication board, his options must be on that board, and the board must be available to him at all times. If he is using sign language, everyone in his environment must be able to understand his sign for him to be able to communicate effectively.

5. For children using communication boards, make a set of category or activity boards which hang right in the activity center in which they will use so they are available to the child when he is in that center. Be sure the options on the board reflect the materials in that center. Have a master board for him to select which center he wishes to be in, which activity he wants to do, etc. Include needs which he could express in any situation on that master board as well. For example, bathroom, drink, his friends' pictures, teacher's picture, etc. For further suggestions in this area, see the Goossens & Crain book referenced in the bibliography.

COMMUNICATION SKILLS

Skill #3: Answers questions about self/family; name, address, age, birthdate, parents' name.

Instructional Strategies

1. Use a Model Approach - (Antecedent, prompt, test) (see introduction.))

2. Talk about the above concepts using pictures of people, child's house, and telephone with numbers.

3. Use flash cards.

4. Each month let students draw pictures of themselves and include the above information. (Watch for changes each month, collect throughout the year, and give to mother on Mother's Day.)

5. Build such questions into daily routines of the classroom day. Select only one or two questions at a time.

6. See if the children can respond to the tasks receptively first. For example, Whose name is Jack? Whose sister is named Mary? Who lives at 1100 Sunshine Lane? Who is 5 years old?

7. Use pictures as cues coupled with teaching as much as possible. For example, here is a picture of Jack's family. Jack, can you tell us the names of the people in your family? This is a great opportunity for the children to share in group time.

8. For the student who is multiply handicapped:
   - Make an identification card with identifying information. Place card on child's wheelchair tray. Train child to touch card when asked.
   - Use adaptive switch with tape recorder (See Skill #2 - Communication - Communicates own needs and preferences.) Tape information about self/family, name, address, etc. Teach child to activate switch when prompted by question - "Tell me about yourself".

9. Make a scrapbook about a child using simple drawings or photographs of child, family, house, etc.

10. Use birthday displays in room such as a birthday cake or birthday train, etc.

11. Make a birthday crown to wear on that special day.

12. Decorate door with signs and decorations for the birthday person.

Inclusion in daily routines

1. Circle time: Ask each child to introduce him/her self each day. Gradually ask them to tell a bit more about themselves i.e., age, family members, etc.

2. Develop weekly themes based on these questions i.e., a week all about me, about my family, about my house, etc. Use house numbers as place cards at snack, etc. to carry out the theme. Make pictures of each child's house at art, etc.

3. Play games that ask for all the 5 year olds to stand up, all the children with a sister stand up, etc.

4. During share time in circle, encourage the children to bring pictures of their house, their family, their baby book with their birthday in it, etc.

5. Art: Have children make pictures of their families, birthday cakes, themselves, their house, and practice identifying information questions also.

6. Music: Make up a tune or song about children's names, family, address, etc. Sing about one child a day OR let each child fill in a piece of information about himself as you go around the group. For example, "My name is _____, and I am 5".

7. Snack: Make place cards with each child's name on it to indicate their place, to help reinforce "What is your name." Code them by color or with an identifying sticker, etc. for young children.

8. At dismissal time: Call the children by identifying information for them to get in line to go. For example, "I want someone who lives at 1100 Sunshine Lane to come and get in line".

Reinforcement of goals in the activity center

See suggestions above which relate to labeling the children's places at snack, art work, music, etc.

Activities

1. Talk about the above concepts using pictures of people, child's house, and telephone with numbers.

2. Record: "What's your name" (from Hap Palmer record)
   My name is _____ from Listen With Your Ears.

3. Sing song "Hello, How are you?"

4. Make a scrapbook about the child using simple drawings or photographs of child, family, house, etc.

5. Draw a picture of a house and a small box on a large poster. As each child learns address let child write it on the mailbox.

6. Draw a telephone in the center of a large poster. Cut small phones from construction paper. As the child learns his/her telephone number, write it on a small telephone, and attach it to the cake.

7. Draw a large birthday cake on a poster. As a child learns birthdate, write it on a candle, and place it on the cake.

8. Draw a house with doors, put child's picture in the door. Write the address on the house when child learns it.

9. Make a train for each child; as child learns skill or can tell the above information, let child put another car on the train.

10. Seasonal Activity. Examples: feathers on turkey, eggs in easter basket, snowflakes on blue construction paper for sky.

Adaptations

There are many adaptations for children with severe communication deficits or cognitive delays for this goal. Consult with the speech/language pathologist for the best augmentative communication system for each child. Remember that while sign language is useful for many children, the general population does not understand it, and these questions are ones that need to be answered clearly and understandably for all listeners.

Consider wrist band communication cards with identifying information, communication boards, etc.

1. Use reduced or simple language and picture cues to ask children with significant cognitive delays these questions. Teach them to show you the ID card you have designed for them when asked: "What is your name?" or "Where do you live?" Code each card with a simple cue. For example, the card with the child's name should have his photo on it, the card with his address on it should have a picture of a house on it, etc.

COMMUNICATION SKILLS

Skill #4: Attends to peer or adult who is talking to a group.

Instructional Strategies

1. During circle time or other activity use picture/objects to get child's attention on the speaker; gradually use less visual stimuli and more verbal stimuli.

2. Verbally reinforce children who are attending. When you gain a child's attention, provide reinforcement.

3. Wait for good attending before continuing activities.

4. Have share time during circle; let child stand in middle of circle. Tell the class they need to look and listen to child in circle.

5. Before beginning large group activities, use certain cue words or phrases to alert the children to the speaker. For example, "OK everybody lets turn on our eyes, turn on your ears, ready".

6. For the student with a hearing impairment:
   - The teacher should position him/herself so that there is no glare behind him/her. Speak plainly. Do not turn away from the group while speaking. Position student with hearing impairments near teacher. Use auditory trainer. Use interpreter if needed.

7. For the student who is multiply handicapped:
   - Use tape recorder and adaptive switch (See Skill #2 - Communication - Communicates own needs and preferences.) Send tape home each evening and ask families to record something for the student to share during circle time (e.g., what the student had for dinner on the previous evening).

8. Use concrete materials to describe abstract instructions.

9. Verbally reinforce children who are looking.

10. Wait for good attending before going on.

See suggestions listed under Skill #4 - Complies with simple direction provided to a group - in the Classroom Rules section.

Inclusion of goals in the daily routines

1. Greeting/entering the room: Greet each child individually and try to get them to focus on the speaker and respond to your greeting. Vary the teacher/adult and location of the adult who greets each child from time to time.

2. Circle: See suggestions above in strategies.

3. Motor time: Play hide and seek around the room or motor area. The teacher calls the child and he tries to find her by the sound of her voice.

4. Art: Use the various sensory aspects of art media to focus children's attention on the teacher or task, especially for children who need more than auditory/verbal input to attend. Remember that smell and touch are very good alerting senses.

5. Snack: Have snack in small groups. Call each child to a small table when it is time for a snack. Does the child attend and go to the correct table?

6. Music: Many children with auditory processing difficulties attend better to melody or beat. Use the type of musicality in your voice or in the music activity to which the child attend best. Use this type of voice throughout the day for certain children to attend better.

7. Kitchen: Play or do real recipes with the children following your directions and modeling.

8. Circle/Language: Use lots of imitation, singing/musicality, movement, activities to heighten the sensory aspects of the lessons.

9. Dismissal: Call each child one at a time to come to the line to go home.

Activities

1. Games: "Treasure Hunt"

2. Play "Look N' Listen"; have sounds coming from various areas in the room and the children listen and tell from where the sound is coming.

3. Record various sounds around building; have children identify area of the building by the sound.

4. Record various people; have children identify the speaker.

5. Play a game in which you assign half the group red cards and the other half blue cards. Give directions to each group. (Reds stand up, Blues touch your nose.)

6. Play listening game. "All wearing glasses, etc. stand up" until all are standing.

Adaptations

Adaptations will depend upon you determining what best alerts each child. Some children require visual stimuli as well as verbal. Some children respond best to musicality in your voice. Some children will need a "prompter" sitting behind them during large group times to keep them focused on the teacher or to "translate" the activity into simpler language to help them to attend and understand the lesson.

Consult a speech/language pathologist to help determine the child's strongest receptive/understanding mode or modality. Ask about melodic intonation and musicality, about gestures, about simplifying language, etc.

Consult OT/PT for children who have muscle tone problems. Positioning and handling of such children will make major differences in their ability to attend to a task or speaker. A child who is sitting in extension cannot focus on the teacher if his body is not cooperating. Some children are overstimulated by even average amounts of sensory input. Consult an OT about structuring for such children. Some children require much more stimulation to attend than the average child. Consult an OT or speech/language pathologist to help determine the child's best modes of comprehension. Some children are highly distractable. Consult an OT about focusing such children. Be careful where you seat such children, by whom they are sitting, etc.

See suggestions made for Skill #4 - Complies with simple directions provided to a group - under Classroom Rules for further suggestions.

SOCIAL BEHAVIOR SKILLS

Skill #1: Responds positively to social recognition and reinforcement.

Instructional Strategies

1. Conduct reinforcement preference tests to determine motivating reinforcers.
2. Model responses desired.
3. Provide appropriate peer models and reinforce that child for social interactions.
4. Gradually fade tangible reinforcers.
5. For children who are visually impaired:
   - Consider reinforcers that have visual characteristics.
   - Consider reinforcers that have tactile or auditory characteristics.
6. For children who are multiply handicapped:
   - Conduct reinforcer preference test by using various battery-operated devices attached to switches. Conclude that the largest number of switch manipulations relates to preference for the child.
7. Encourage peers to be persistent when attempting to interact with the child.
8. Encourage and reinforce peers to wave, initiate conversation, and interact with child.
9. Ask an especially social child to be another child's buddy and arrange time and opportunity for them to be alone.
10. Include social toys in the environment. Those might include dramatic play clothes, games, puppets, lotto games, telephones, wagons, etc.

Activities

1. Books: "Bialosky's Best Behavior"

SOCIAL BEHAVIOR SKILLS

Skill #2: Modifies behavior when provided with verbal direction.

Instructional Strategies

1. Demonstrates desired behaviors with puppets.

2. For the student who is hearing impaired:
   - Look directly at the child so he/she can see your mouth. Speak distinctly. Touch child's arm before you begin speaking.
   - Use auditory trainer to magnify speech.

3. For the student who is multiply handicapped:
   - Use touch cues to give extra information about what you want student to do. For example, touch under his/her arm to indicate "Stand up". Pair touch cues with verbal directions. (See appendix.)

Also refer to page 87 in the appendix regarding Skilled Ways of Talking to Children by J. Stone.

Adaptations

Remember, some children have a great deal of difficulty processing verbal input. Be ready to modify with visual/gestural cues, musicality in your voice, use peer models, and simplify language as needed for such children.

Activities

1. Games: "Simon Says"
   "Follow the Leader"
   "Audiball"

2. Activity Resources: "A Practical Guide to Solving Preschool Behavior Problems"
   DUSO
   PEEK

3. Songs: "If You're Happy"

SOCIAL BEHAVIOR SKILLS

Skill #3: Follows school rules.

Instructional Strategies

1. Develop unit on school rules explaining rules and telling reasons for rules.

2. Role play school rules.

Adaptations

Remember that this involves LANGUAGE COMPREHENSION. Use suggestions described throughout this manual for this area. Remember to simplify language, repeat as often as necessary, use gestural or picture cues to help children learn and remember school rules. Use peer modeling and a buddy system to couple typical children and children with disabilities.

Activities

1. Books: "A Children's Book About Disobeying"

2. Games: "Musical Textures"
"Sweet 16"

3. Children can make a paper chain. Each day that the child follows the rules add a link to the chain.

4. Make a game board called "Play School". The children draw cards of the different school rules. A child moves forward if a rule is obeyed and move backward if a school rule is disobeyed.

5. Post school rules. Use illustrations when appropriate.

SOCIAL BEHAVIOR SKILLS

Skill #4: Separates from parents and accepts school personnel.

Instructional Strategies

1. Provide the child who has trouble separating from parents a friend.

2. Allow the child to observe in the classroom prior to actual enrollment.

3. Child could visit program with parent before school begins.

4. Each day give a star to the child who doesn't cry and goes into the classroom properly. A prize is given when a specified number of stars has been earned.

5. Encourage parent(s) to use babysitters in the home and outside of the home.

6. Encourage parent(s) to get the child involved in an activity, say good-bye and leave quickly. "Sneaking out" should be discouraged.

7. Home visit by teacher to visit child and read "Spot Goes to School" and take a picture of the child.

8. Parent(s) can leave a picture of themselves with child, articles of clothing, or jewelry.

9. Show picture of students in class previous year to the new student.

Activities

1. Books:
   "You Go Away"
   "All By Myself"
   "Week At Grandma's"
   "The Berenstain Bears and the Sitter"
   "The Children's Book About Throwing Tantrums"
   "Amanda's First Day of School"

2. Songs: "Mommy Comes Back"

3. Games: "Peanut Hunt" - to allow the visually impaired students to become familiar with their new environment.

SOCIAL BEHAVIOR SKILLS

Skill #5: Interacts cooperatively with others.

Instructional Strategies

1. Provide time for "sharing" during morning circle, story time, or free play.

2. Provide appropriate role models in play partners. Structure activities for pairs of students with specific roles.

3. Have many duplicate items of favorite toys in room.

4. For the child who is multiply handicapped:
   - If playing musical chairs, include the student with multiple disabilities by having him/her control the music with an adaptive switch. (For more suggestions on how to include students with multiple disabilities in activities using switches, see appendix.)

Adaptations

Use peer models and a buddy system to assist children with disabilities to imitate peers and cooperate with them. See adaptations for Skill #3 - Answers questions about self/family; name, address, age, birthdate, parents' name - under the Communication section.

Activities

1. Play a variation of musical chairs. Use pairs of children, rather than individual, to share each chair.

2. Play with floor size puzzles i.e., "Twister Game".

3. Record: "Cowboy/Cowgirl Dance" - Look at My World

4. Songs: Miss Mary Mack.

SOCIAL BEHAVIOR SKILLS

Skill #6: Respects others and their property.

Instructional Strategies

1. During circle time, discuss each person's belongings. Establish the importance of child's own property.

2. Provide a special place for each child's own toys/belongings.

3. Place the child's name and picture on lockers/cubbies for personal items i.e., coats.

4. Have a special day for "show and tell" or "dress up day". Each child brings special toy or dress-up clothes to show and model.

5. Encourage children to share their toys/belongings, but do not force sharing.

6. For the student with visual impairments:
   - Use bright bold colors on name plate of "cubby" or locker to signal which one is his/hers.
   - If the locker or cubby is in a dimly lit area, allow the student to use a penlight to assist them in locating his/her locker.

Activities

1. Books: "Mine, Yours, Ours"
"The Children's Book About Stealing"
"The Children's Book About Being Destructive"
"The Children's Book About Snooping"
"The Berenstain Bears and Trouble with Friends"

2. Film Strip: "Lollipop Dragon" - Singer Education Products

SOCIAL BEHAVIOR SKILLS

Skill #7: Expresses emotions and feelings appropriately.

Instructional Strategies

1. During circle time, talk about feelings and emotions. Help the children understand that it is okay to have many different feelings and emotions.

2. Demonstrate different emotions and the acceptable ways to show feelings. Role play using facial expressions and/or body language. Use visual and auditory cues to aid demonstrations i.e., pictures and music.

3. Assess child's developmental level, language skills, pragmatics, etc.

4. State to child - "We do not hit other children, use words".

5. Use behavior management techniques where applicable.

Adaptations

Remember, this is an EXPRESSIVE COMMUNICATION/LANGUAGE ABILITY. If the child does not have a useful communication system, he will show his feelings, especially his negative feelings, in a negative way. Consult your speech pathologist for the best communication system for each child. Be ready to accept NO sometimes. Be sure there are ways for the child to show when he is happy, sad, mad, tired, bored, excited, etc. on his communication board or in manual sign, etc.

Be sure to read "The Communicative Value of Aberrant Behavior" by A. Donnellan before judging a child's behavior as "bad" or unacceptable. He may be trying to communicate his feelings, wants, and needs and does not know to do so in an acceptable way.

See adaptations for Skill #3 - Answers questions about self/family; name, address, age, birthdate, parents' name - under the Communication section.

Activities

1. Books:
   "Jafta"
   "Feelings, What Do They Mean?" Book set 1 and 2.
   "No More Bad Feelings"
   "I Was So Mad"
   "Sometimes I'm Afraid"
   "Sometimes I Like To Cry"
   "What Does It Mean To Be Sad?"
   "What Does It Mean To Be Frustrated?"

2. Records:
   All About Feelings
   "Feelings" - Getting To Know Myself
   "What People Do?" - Getting To Know Myself

3. Activity Resources:
   PEEK
   DUSO

SOCIAL BEHAVIOR SKILLS

Skill #8: Exhibits self control regarding aggressive behavior to self or others i.e. hurting, biting, using obscene language.

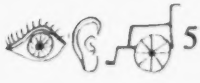
Instructional Strategies

1. Provide acceptable places or objects for venting anger or frustration, i.e., a pillow to punch, a stump for pounding nails, punching bag.

2. Redirect inappropriate or self-abusive behaviors.

3. Praise appropriate behaviors.

4. The use of symbol shelves and touch cues are appropriate for children with visual, hearing, or multiple disabilities. These give additional information about what is going to occur and help structure incoming information. See appendix for examples.



5. For children with hearing and visual impairments as well as multiple handicaps:
   - Use highly structured activities to decrease the opportunities for aggressive behavior.

Adaptations

Remember also that some children are especially sensitive tactilely and do not like or know how to deal with other people touching them even accidentally--especially other children who are unpredictable. Consider this when a child appears to be "aggressive" with other children. Consult an OT if you think a child may have a problem in this area. A child may also act out when he is confused by the language or directions given when he has difficulty processing language.

Activities

1. Books: "A Children's Book About Fighting"
"A Children's Book About Being Bullied"
"The Berenstain Bears Get Into A Fight"

SOCIAL BEHAVIOR SKILLS

Skill #9: Defends self appropriately.

Instructional Strategies

1. Teach children that it is okay to say "no".
2. Use puppets to demonstrate situations. Then set up situations where children have to role play i.e., if two children are playing and one takes a toy from the other child, redirect child to say "No, that is mine".
3. Teach children to call 911.
4. Invite a policeman to visit your class.
5. Discuss what to do when an adult is not available to help.
6. Allow children to solve disagreements with peers. Give children a chance to defend themselves or reach a compromise.
7. For the hearing impaired student:
   - Teach other students the "no" sign.

Adaptations

Be sure each child has a way to say NO. Be sure that this is on their communication board. It is best to have a "voice" for this. A simple endless tape and switch set up is very inexpensive and allows the child who does not talk to "say" NO when he needs to.

Activities

1. Books: "Who Is A Stranger and What Should I Do"
"My Body is Private"
"Don't Hurt Me Mama"
"The Berenstain Bears Learn About Strangers"
"A Children's Book About Being Bullied"

SOCIAL BEHAVIOR SKILLS

Skill #10: Is willing to try new activities and skills.

Instructional Strategies

1. For children with hearing and visual impairments as well as multiple handicaps:
   - Use the Buddy System.

2. Encourage children to try new, fun experiences. Introduce new foods, cultures, etc. Demonstrate each before asking children to participate.

3. Introduce new things during group activity. Encourage children to bring new and different things for "Show and Tell".

4. Illicit help from buddy to stimulate involvement in new activities.

5. Model new activity in art center, etc.

Activities

1. Dance Therapy - pretend you're a tree growing, a clown, etc. Let each child demonstrate an activity to the class.

2. Books: "Anyhow I'm Glad I Tried"
"About Me"
"Free To Be You and Me"
"Tomorrow You Can"
"Nick Joins In"
"Me First"
"Me Too"

Skill #11: Waits to take turns and shares.

Instructional Strategies

1. Draw names from a hat or use helper charts to allow each child a turn.
2. Assess if the child understands the terms used. Modeling might be necessary if this is not understood by child.
3. Use "traffic lights" to signal each individual's turn.
4. Set up store; have children wait their turn to buy food or items.

5. At home, have children take turns walking the dog, cooking, or dusting.
6. Reinforce any observed sharing. Reinforce peers for sharing of items.
7. Model appropriate ways to communicate with others that it is OK to ask to share something rather than grabbing it away.
8. Establish time limit for child who is unwilling to share and has had toy for a long period. Example, throw the ball two more times then it is Joe's turn or let's count to three then it is Ann's turn.

Activities

1. Dance: "Virginia Reel"
2. Games: "Farmer in the Dell"
   "London Bridge"
   "Duck, Duck, Goose"
   "Hopscotch"
   "Jump Rope"
   "Bean Bag Throw"
   "Candyland"
   "Hi-O-Cherry-O"
   "Chutes and Ladders"
3. Books: "Mine, Yours, Ours"
   "Fox and Heggie"
   "Everybody Takes Turns"
   "A Playhouse for Monster"
   "We All Share"
   "A Children's Book About Being Selfish"

Skill #12: Uses imitative behavior appropriately.

Instructional Strategies

1. Use finger games and puppets.

2. Practice mirrored movement in pairs: 2 students face each other, one student leads with movement, the other acts as a "mirror".

3. Use dance routines that encourage children to imitate.

Adaptations

Use buddy system to couple typical children with children who have disabilities so that they can model and assist these students to follow directions etc. This provides for built-in imitation of behavior appropriately.

Activities

1. Songs: "6 Little Ducks"
   "Itsy Bitsy Spider"
   "Wheels on the Bus"
   "Just Like Me"

2. Games: "Follow the Leader"

3. Records: (see appendix)

Skill #1: Eats lunch or snack with minimal assistance.

Instructional Strategies

1. Use the buddy system to model appropriate eating skills.

2. Practice going through a line to get food.

3. Provide children the opportunity to carry items on a tray, clean up place mats, throw trash in basket, return tray to kitchen, etc.

4. Provide choices that require finger feeding, cutting with a knife, scooping with a spoon, using a fork.

5. Practice opening baggies, milk cartons, thermos lids, straw wrappers, etc.

6. Use place mats to help children be organized. Initially, draw basic dishes and utensils on the place mats for proper placement.

7. When appropriate, use adaptive equipment to increase independence.

8. For the student who is multiply handicapped:
   - Consult with an occupational therapist to identify feeding/eating adaptations such as decem, suction bowls, materials for building up handles for eating utensils, etc.

9. Consider each child's individual needs possibly using teaming of consultation of OT, parents, physician, speech therapist, etc.

10. Consider adaptives, positioning, select foods carefully, try to maintain social atmosphere, etc.

Adaptations

See articles and book by Dr. Suzanne Evans Morris about feeding with children having severe physical disabilities. Remember that even though a child may not ever be independent in his feeding skills, any improvement in the ease and safety of feeding such a student will work towards making him more independent.

Consult an OT or speech pathologist about feeding work.

Activities

1. Books: "The Berenstain Bears Forget Their Manners"

Skill #2: Is aware of/attends to appearance, e.g. keeps nose clean, adjusts clothing.

Instructional Strategies

1. Discuss and model use of hand washing, napkins, etc.
2. Check each child in front of mirror each morning. Discuss child's appearance. To add variety, play beauty parlor.
3. Place posters demonstrating good hygiene at appropriate places i.e., "washing hands" above sink.
4. Use dolls to demonstrate appropriate appearance.
5. Wash hands before snack, after toileting, etc.
6. Designate certain days for children to wear their "dressy clothes".
7. Provide individual grooming boxes for children.
8. Take field trips to barber, hair dresser, etc.

Adaptations

Consult an OT if you think the child has decreased tactile sensitivity so that he is not aware or does not feel the condition of his nose, clothes, etc.

Activities

1. Use pictures and books to show appropriate ways of dressing.
   Books: "How Do I Put It On?"
   "No Baths for Tabitha"
   "All By Myself"
2. Make potato animal - cut one end off a potato and hollow it out. Use 4 golf tees for feet, thumbtacks for eyes, and a pipe cleaner for a tail. Fill inside with dirt and grass seed. When grass grows really tall, let child give it a haircut.
3. Records: "Rock Around the Mulberry Bush" - <u>We All Live Together</u>
   "Brush Your Teeth" - <u>Singable Songs for the Very Young</u>
4. Kleenex box art activity (box is face and hole for nose, etc.)

SELF MANAGEMENT SKILLS

Skill #3: Locates and uses restroom.

Instructional Strategies

1. Teach the universal symbol as well as written words.
2. Teach the symbol for restrooms that are easily accessible for individuals with disabilities.
3. During trips to the mall, grocery, etc. point out the signs for the restroom.
4. Teach concept "Are you a boy?" or "Are you a girl?" Divide class into boys and girls. Take turns going down a hall to a restroom.
5. Demonstrate flushing toilet and washing hands after using bathroom.
6. Make pathways to appropriate restrooms using colored tape.

7. For the student who is visually impaired:
   - Use raised lines on the universal symbol or use braille symbol. Place in a spot where the student can reach and touch it.
8. Label outside of bathroom.
9. Model/verbally prompt for flushing, washing hands, etc.

SELF MANAGEMENT SKILLS

Skill #4: Cares for bathroom needs.

Instructional Strategies

1. Teach manual signs and words for bathroom needs.
2. Teach dressing/undressing skills as appropriate for each child.
3. Keep the bathroom clean and attractive and pleasant with posters, etc.
4. Provide appropriate size/height commodes or provide step stool.
5. Use posters that illustrate appropriate bathroom skills i.e., picture of child flushing the commode.
6. Use dolls to demonstrate appropriate bathroom skills.

7. For boys, use targets such as rings, boats, or other floating toys to eliminate wetting the toilet seat/floor.

8. Use portable, musical toilet to encourage elimination.

9. Teach child to raise and/or lower toilet seat.

10. Reinforce.

11. For the child who is multiply handicapped:
    - Consult with physical therapist to identify an adaptive toilet for students with physical disabilities.

12. Task analysis of toileting.

13. Use system of prompts and fade.

SELF MANAGEMENT SKILLS

Skill #5: Puts on/takes off outer clothing with minimal assistance.

Instructional Strategies

1. Demonstrate basic self-help skills to children. When appropriate, use peers as models.

2. Use strategy of least to most prompting. (See Overview of Instructional Issues.)

3. Encourage parents to initially dress children in clothing that is easily removed i.e., velcro fasteners and elastic band pants.

4. Place coat on floor with hood at child's feet. Put arms in sleeves and flip coat over head.

5. Use Dressy Bessie/Dapper Dan dolls to practice dressing skills.

6. For the child who is multiply handicapped:
    - Allow the student to participate to the extent to which he/she can even if they can only retract their arm to take it from the sleeve.

7. Use of naturalistic occurrences.

8. Use of backward - forward chaining.

Activities

1. Books: "Jesse Bear, What Will You Wear?"

2. Games: "Hop Sock" - for the student who is visually impaired.

3. Let children practice dressing skills at the Housekeeping Center. (Play "dress-up".)

4. Shoe Jumble - let children remove one shoe and put into the middle of the group. Have children find their own shoe and, if appropriate, put it on their foot.

5. Relay races can be used to let children practice dressing skills. For example, in a shirt race, each child is to put on a large shirt, run to the next child, take off the shirt and so on.

SELF MANAGEMENT SKILLS

Skill #6: Make transitions between classroom and transportation with minimal assistance.

Instructional Strategies

1. Use verbal directions, manual signs and pictures of car/bus/driver to signify it is time to leave.

2. Gradually increase the distance the child goes independently from the classroom to the bus.

3. Use reinforcers for coming directly to the classroom.

4. Fade out assistance given.

5. Use the buddy system.

Use adaptations for Skill #5 - Makes transitions from one activity to another with minimal assistance - Classroom Rules.

Activities

1. Games: "Follow the Leader"
"Pied Piper"

2. Conduct unit on traffic safety.

3. "Follow the Yellow Brick Road" - code a path from the classroom to the parking lot using yellow tape.

4. "Noah's Ark" - group children as pairs of animals.

SELF MANAGEMENT SKILLS

Skill #7: Seeks out adult if hurt or cannot handle social situations.

Instructional Strategies

1. Teach safety units, include community helpers, basic first aid, etc.

2. Teach appropriate manual signs and verbalizations children need to gain attention. Use in situations where children would need assistance.

3. Teach children how and when to use 911 or the local emergency telephone number.

4. Role play situations with class. Use of puppets to portray situations.

Adaptations

Remember that this includes EXPRESSIVE COMMUNICATION AND LANGUAGE ABILITIES. If the child does not have a useable, understandable communication system, he cannot complete this goal. Each child needs a way to call the teacher. A simple endless tape loop and switch or a quiet buzzer, are inexpensive pieces of equipment to help a child learn to call for assistance.

Use adaptations for Skill #6 - Using appropriate behaviors to get teacher (staff) attention when necessary - Classroom Rules.

Activities

1. Books: "Feelings, What Do They Mean?"
"Harry and the Terrible Whatzit"
"I Was So Mad"
"Sometimes I'm Afraid"
"Sometimes I Like To Cry"

2. Activity Resources: DUSO
PEEK

3. Kits: "Peabody Language Development Kit"

Skill #8: Is aware of obvious dangers and avoids them.

Instructional Strategies

1. Through a safety unit, teach concept of "no touch", "no", "hurt", "hot/cold", "fast/slow". Pair with realistic examples i.e., hot water, fast cars, etc.

2. Teach universal symbols, signs - red/green, poison sign, don't walk/walk, etc.

3. Point out dangers around home, school, and playground.

4. Use puppets to illustrate dangers.

5. Label with Mr. Yuk - items in classroom - discuss meaning of why they are dangerous.

6. Discuss dangers while taking a walking field trip.

Adaptations

Consult an OT if you think that a child does not sense when he is in an unsafe situation because of sensory processing problems.

Activities

1. Show the movie "I'm No Fool" featuring Jiminy Cricket. This movie points out several common dangers.

2. Film strip: "Winnie the Pooh"

3. Practice crossing the street.

4. Use pictures/photos/stories for class discussion and start with, "I wonder what would happen if ...". Set up obstacles in the room or playground with dangerous situations exhibited.

Skill #9: Locates own possessions and returns them to appropriate place.

Instructional Strategies

1. Provide each child with own cubby/locker/seat. Place child's name and picture on each and eventually remove picture.

2. Teach visual recognition of name. When child enters room, place a sticker by their name on chart and sometimes unique stickers are needed for recognition.

3. Code personal items using colors/pictures/animal stickers, etc.

4. Give each child the responsibility of putting up own toys, coats, etc.

5. Teach "flip over" method of putting on coat, jacket, etc.

6. Take turns assigning student to be monitor of neatness in the room.

Use adaptations for Skill #6 - Respects others and their property - Social Behaviors.

Activities

1. "Share Time" - let children locate, talk about, and return their possessions to their designated area.

2. Books: "Let's Talk About Being Messy"
"The Berenstain Bears and the Messy Room"
"Just A Mess"

APPENDIX

GAMES

AUDIBALL - The students form a circle; blind students can be told who is on their left and who is on their right. The ball is passed around the circle as quick as possible without dropping it. Before passing the ball, you call out the name of the person standing beside you, and pass the ball to that person. The player who is left holding the ball when the teacher calls out "STOP" is out of the game. The winner is the one person left in the circle. The game can be played with everyone sitting in a circle.

BALLOON BURST - Materials needed: balloons that are blown-up with a command inside that is printed and in braille, a noisemaker such as a bell, and two chairs. The students choose two teams each forming a straight line. One of the two chairs is placed at the front of each line while the balloons are in a container that is between the two chairs. The noisemaker is behind the lines a few feet. When a signal is given, the first person in line grabs a balloon, sits on it to burst it, reads the paper inside, and follows the directions on it. When he/she is finished, the person runs to the bell at the back of the room and rings it; this signals to the next person in line to grab a balloon and repeat the process. The winner is the team who finishes first (all players have popped one balloon and followed the directions on the inside.)

BUTTON, BUTTON, WHO'S GOT THE BUTTON? - The players sit in a circle, with the one who is IT in the center. Each player in the circle holds his hands with the palms together and the fingers pointing out. One of them holds a button between his hands. He starts passing the button by slipping his two hands between the hands of the next player, and dropping the button into his neighbor's hands. Or he can pretend to drop the button if he likes. The next player, if he has the button, or pretends to have it, does the same, and so on, around the circle. IT tries to guess who has the button. If he guesses correctly, the one caught with the button takes his place.

DIRECTION DETECTION - Needed for set up: 4 gym mats, 1 bowling pin, 1 block, 1 plastic cup, and 1 sponge. Place mats in the direction of north, south, east, and west with about 5 feet of space in the center. The bowling pin is placed by the end of the north mat, the block is placed by the end of the south mat, the plastic cup is placed by the end of the east mat, and the sponge is placed by the end of the west mat. Teach the students where the east mat is and have the student go for the object at the end of the mat and return it to the teacher. The opposite direction (west) can then be taught and have the student find the object at the end of that mat and return it to the teacher. Tell the student to retrieve the object at the end of a certain mat and time how long it takes him/her. This allows them to try to beat their own time. Then, once the students understand where east and west are, teach them about north and south. When some students know where every direction is, they can compete against each others times. The first student to return with the correct object is the winner. Eventually when the students know all of the directions and their objects, the mats can be removed.

DROP THE HANDKERCHIEF - (Also known as A Tisket, A Tasket) - One player is chosen to be IT and to drop the handkerchief. The others stand in a circle, facing the center, but not holding hands. They must not look around as IT walks around the circle behind the backs of the players. IT holds a handkerchief, and as he walks, he sings:

"A tisket, a tasket, a green and yellow basket;
I wrote a letter to my love,
And on the way I dropped it, I dropped it.
And one of you has picked it up
And put it in his pocket, pocket.
It isn't you...It isn't you..."

He repeats the last line several times as he passes players. Then he drops the handkerchief behind one of the players, and calls, "It's you!" IT now runs around the circle in the same direction that he has been walking. The player at whose heels the handkerchief has been dropped turns around, picks up the handkerchief, and tries to catch IT. If IT can reach the place left vacant by the player who is chasing him before the other tags him, he takes that player's place in the circle, and the one with the handkerchief becomes IT. But if he is tagged before getting around, he must be IT again. This game is often played without the song.

DUCK, DUCK, GOOSE - Place children in a circle. One child walks around outside the circle touching each child on the head, saying "Duck". When he comes to a person he wants to chase him, he taps him/her and says, "Goose". The person tapped chases the "Duck" around the circle. The "Duck" must get back to the person's place before he is caught. If caught, he must go into the middle of the circle.

FARMER IN THE DELL - One player is chosen to be the Farmer. The others form a circle, with the Farmer in the middle. Then, holding hands they march around him, singing:

The farmer in the dell,
The farmer in the dell,
Hi ho the derry oh,
The farmer in the dell.

The Farmer chooses a player from the ring to step inside with him and be his wife. The others march again, and sing:

The farmer takes a wife,
The farmer takes a wife,
Hi ho derry oh,
The farmer takes a wife.

As each of the next verses is sung, a player is chosen to join the Farmer as child, dog, cat, rat, and finally, the cheese. The rest of the verses go:

The wife takes a child,
The wife takes a child,
Hi ho the derry oh,
The wife takes a child.

The child takes a dog,
The child takes a dog,
Hi ho the derry oh,
The child takes a dog.

The dog takes a cat,
The dog takes a cat,
Hi ho the derry oh,
The dog takes a cat.

The cat takes a rat,
The cat takes a rat,
Hi ho the derry oh,
The cat takes a rat.

The rat takes the cheese,
The rat takes the cheese,
Hi ho the derry oh,
The rat takes the cheese.

The cheese stands alone,
The cheese stands alone,
Hi ho the derry oh,
The cheese stands alone.

Everyone stands in his/her place and claps his/her hands while the last verse s sung. The cheese then becomes the Farmer for the next game.

FOLLOW THE LEADER - The players form in line behind the Leader, and follow him as he starts to walk or run. Now they must imitate everything the Leader does, no matter how hard or how silly it may be. If the Leader flaps his arms as if he were a bird, his followers must do the same. The Leader may turn a somersault, or jump over a stone, or pretend to be playing a violin. Any player who fails to do exactly what the Leader does, is dropped from the game. The players may take turns acting as Leader.

HOP SOCK - Materials needed: large room, 2 mats, one pair of socks for each player, and one pair of boots for each player. The class is divided into two teams. The teams are at the starting mat with their shoes and socks off; the teacher puts socks and boots on the second mat. When the signal is given, the first person in line runs to the second mat where the socks and boots are. The person then puts a sock on his/her right foot and carries a sock to the next person in line. The second player puts the sock on his/her right foot, runs to the second mat to put a sock on his/her left foot, and runs back to the starting mat with a boot for the first player. The game is not over until all players have socks and boots on both feet. Coats and hats can be used instead of socks and boots. Players can hop to the mat, put on the object, and hop back to the starting mat.

HOT POTATO - Choose someone to be IT. Set enough chairs in a circle for all your children except IT. He must stand in the center of the circle. The children throw beanbags back and forth across the circle. This is the "hot potato". If IT can catch the hot potato while it is in the air, he gets the thrower's seat, and the thrower is IT.

IMITATION - Materials needed: a movie box, a roll of paper with hand drawn stick figures in different poses. All the students form a semicircle around the movie box; when the teacher or student turns the crank on the side of the box, it moves the stick figures on the paper. They can be seen through the window in the box. The students all imitate the stick people poses. A partner can tell the totally blind student how to pose or what the stick figure looks like.

MOTHER, MAY I - One child assumes the role of Leader and faces other children who are standing in a horizontal line. The Leader gives a direction, such as "Take 2 giant steps", to an individual child. The child must ask "Mother, May I?" before following the direction. When the Leader responds "Yes, You May" the child follows the direction. If the child completes the task before asking "Mother, May I?", then he must return to the starting line.

MUSICAL CHAIRS - Line up a row of chairs in the middle of the room. There should be one less chair than players. If there are ten players, line up nine chairs. Place each chair facing in the opposite direction from the ones next to it. To the music of a piano or a record player, the players march in single file around the chairs. When the music stops, as it may at any moment, each player scrambles for a chair. One will be left out. He leaves the game. Then one of the remaining chairs is removed, and the music starts again. The last one to remain in the game wins. No one may stop, or touch a chair, until the music stops. No one may turn a chair around or pull it out from someone else.

MUSICAL TEXTURES - Materials needed: a record player, chairs for each student, a lively record, and two textured cards for each student. This game is similar to musical chairs. Every student gets a textured card while the teacher places the matching card on the chairs which are set up like musical chairs. The record is played and as the students move around the chairs, they are trying to find the match to their textured card. The music is stopped; the students sit in the chair that has their matching textured card. The cards can then be traded. Points are given for each match that a student makes.

ONE POTATO, TWO POTATO - We start doing One Potato, Two Potato, the traditional individual way and then we expand it. I ask the kids for suggestions about how we could do this. They do it on their heads, their tongues, on another person's back, any suggestion is attempted. The next step is to choose partners. One person puts their fist out first then the next person puts theirs on top, and then the next and the next, pulling out the bottom hand to add to the top, going as high as they can. This is difficult for young children, so however they do it is fine.

PEANUT HUNT - The student is to hunt anywhere in the classroom for objects. Protective techniques are used in the process of playing the game such as the blackboard, teacher's desk, etc.

RED LIGHT/GREEN LIGHT - One player stands on a goal line about forty feet from the rest of the players and with his back to them. He counts up to ten as rapidly as possible, then shouts "Red Light" and turns around quickly. While he is counting, the others run toward the line on which he is standing but try to stop and keep perfectly still while the player who has counted is looking at them. If any player is caught moving, he is sent back to base (starting line). The first player reaching the goal line is the winner and counts for the next game.

SIMON SAYS - Two or more can play this game. The players face the Leader, or "Simon", and obey his orders. "Simon" begins the game by calling out "Simon says thumbs up" (as an example). Players must do exactly what "Simon" says. But watch out. He will give his orders faster and faster. If he says merely "thumbs up", you are not to obey, even if his own thumbs are up or down. If you make a mistake, you drop out of the game. The one who stays in longest wins. Then it is the turn of the winner to be "Simon".

SWEET 16 - Activities are set up all around the room in order. Few activities are better for younger aged students. The number of activities can increase to Sweet 16, and they may be easy or hard. To start the game, a student runs to a "noise-making" teacher. The student reaches the teacher and says, "Station 1". After the teacher explains the activity, the student performs it (while the teacher is recording his progress and time), and when finished, the student moves on to activity/Station 2. The student follows all directions and moves through the activities until the last Station is declared. To stay ahead of the students, one teacher does odd activities while the other does the even numbered activities. A reward may be given when the activities are done. After the activities are finished, the teacher can make decisions about the child's weaknesses/strengths. Some example activities are listed below.

(1) Do 10 jumping jacks.
(2) Roll on the floor.
(3) Hop up and down on one foot in a circle or with your hands in your pockets.
(4) Put a sweater on, take it off, and hang it on a hanger.
(5) Put a pair of gloves on someone else.

(6) Walk forward 4 steps. Face west and walk 4 steps. Face south and hop 4 times. Face east and crawl. Turn north. Surprise, you are facing the same way you were when you started.

TREASURE HUNT - A treasure is hidden. It may be something funny, or something which all the players can share, like a box of candy. Clues are written on slips of paper and put in various places leading to the treasure. The players are given the first clue. This clue leads them to the second. That clue will lead them to the third, and so on, to the treasure. The "hunters" must always put the clue back so the next players can find it. For example, the first clue might read, "Go to the tree at the end of the lane, then look right." The second clue should be placed where the treasure seekers can find it by following the directions. A treasure hunt may be planned so that each player is out for himself. But often the players are divided into teams. Each team races to be the first to find the treasure.

TREASURE HUNT - Materials needed: large box, treasures, cassette tape, and recorder. The teacher records on the tape specific directions for finding a sequence of treasures. The student listens to the directions on how to get to the first treasure and turns off the recorder. If the student does not find the treasure, he/she can rewind the tape and listen again. When the student finds the first treasure, he/she turns the recorder back on to listen to the next set of directions on how to get to the next treasure. The game is over when the student locates all of the treasures and places them in the large box. For competition, the students can be timed.

FINGER PLAYS

Round and Round the Garden	One person has hand out, palm up
Like a teddy bear	Other person has pointer finger on the first person's hand. The pointer finger goes round and round the palm.
One step, two steps (could be three or four)	Step up the first person's arm

Now switch the roles!

Here's a bunny with ears so funny	One hand has the pointer and middle finger up like ears.
And here's a hole in the ground	Pointer finger and thumb make a circle around other hand
When a noise he hears	
He picks up his ears	Ears jump up
And jumps in the hole in the ground	Ears jump in

Now everyone needs to get a partner and negotiate who's going to be the bunny and who will be the hole. Instead of fingers, the ears can be arms and the hole can be made by forming a circle with your arms. You can expand this to include two or three children making the hole and one or more children being the bunnies.

Here's a bunny, sitting in the sun	Pointer and middle fingers are the ears
Along comes a little dog	another person's two fingers are the dog
Watch that bunny run	chasing the bunny.

Keep Off the Grass - On one person's palm, you point out the city. "This is a house. This is a grocery store. And here's a park. In the park there are swings and slides, grass, and flowers. And right over here there's a sign that says 'KEEP OFF THE GRASS!'" And then you say, "When the child points it out, gently slap their hand and say, "KEEP OFF THE GRASS!" It's my kids favorite finger play.

RECORDS

All About Feelings

All-Time Favorite Children Games - Georgiana Stewart

Baby Beluga - Raffi

Children's Games - Georgiana Stewart

Feel of Music - Hap Palmer

Feelin Free - Hap Palmer

Getting To Know Myself - Hap Palmer

I Like Myself

Ideas, Thoughts, and Feelings - Hap Palmer

I'm A Very Special Person - Del Baroni

It's Toddler Time - Carol Hammett and Elaine Bueffel

Kidding Around With Greg and Steve - Steve Millang and Greg Scelsa

Little Johnny Brown - Ella Jenkins

Learning Basic Skills Through Music, Health, and Safety - Hap Palmer

Learning Basic Skills Through Vocabulary - Hap Palmer

Learning Basic Skills Through Music (volumes 1 and 2) - Hap Palmer

Listen With Your Ears

Look At My World Firehouse Song

Play Your Instruments and Make a Pretty Sound - Ella Jenkins

Pretend - Hap Palmer

Put Your Finger In the Air

Singable Songs for the Very Young - Raffi

Songs for You and Me - Jane Murphy

The Hokey Pokey Album - Harrell Lucky

We All Live Together (4 volumes) - Steve Millang and Greg Scelsa

SONGS & TAPES

Wee Sing Around the Campfire by Pamela Conn Beall and Susan Hagen Nipp

Wee Sing by Pamela Conn Beall and Susan Hagen Nipp

Wee Sing and Play by Pamela Conn Beall and Susan Hagen Nipp

Wee Sing Silly Songs by Pamela Conn Beall and Susan Hagen Nipp

Wee Sing for Christmas by Pamela Conn Beall and Susan Hagen Nipp

ASKING PEOPLE - sung to "Blue-Tail Fly".

To find things out that I must know
About where things are and where to go
I'll ask somebody for the way
And listen carefully to what they say.

CHORUS
I'll ask somebody if they know
I'll ask somebody if they know
I'll ask somebody if they know
And I will learn from them.

Perhaps the teacher will say to me
Please go to classroom number three
And I'm not sure of how to go
I'll ask somebody to tell me so.
(Repeat Chorus)

Maybe I'll want to meet a friend
At someplace where I've never been
To get there, I know what I'll do
I'll ask somebody, maybe you!
(Repeat Chorus)

IF YOU'RE HAPPY - sung to "She'll Be Coming Around the Mountain When She Comes".

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it, then you really ought to show it.
If you're happy and you know it, clap your hands.

The song can be sung with everyone sitting down. Call for different movements or positions of arms, legs, hands, feet, etc. If standing, the movements can be of the whole body.

Chants and songs provide many opportunities for coacting. It is important to repeat the chant or song often enough for the children to become very comfortable before you try coacting.

Example: Miss Mary Mack is the kind of chant children like to sing over and over. They leave the classroom humming or singing it. After they know it well, have everyone get a partner and find their own hand slapping routine (it will be very simple with young children).

Miss Mary Mack	Mack, Mack
All dressed in black	black, black
With silver buttons	buttons, buttons
All down her back	back, back
She asked her mother	mother, mother
For fifty cents	cents, cents
To see the elephants	elephants, elephants
Jump the fence	fence, fence
They jumped so high	high, high
They touched the sky	sky, sky
And they never came back	back, back
Till the Fourth of July	ly, ly
And they never came back	back, back
Till the Fourth of July	ly, ly

BOOKS

A Children's Book About Being Bullied

A Children's Book About Being Destructive

A Children's Book About Being Messy

A Children's Book About Being Rude

A Children's Book About Being Selfish

A Children's Book About Disobeying

A Children's Book About Fighting

A Children's Book About Snooping

A Children's Book About Stealing

A Children's Book About Throwing Tantrums

A Playhouse for Monster - Mueller

About Me - J.B. Moncure

All By Myself - M. Mayer

Amanda's First Day of School - J. E. Goodman (Little Golden Book)

Anyhow I'm Glad I Tried - J. Vigna

Bialosky's Best Behavior - Little Golden Book

Don't Hurt Me Mama - M. Stanek

Everybody Takes Turns - D. Corey

Feelings, What Do They Mean? (book set 1 and 2)

Fox and Heggie - Guzzo

Free To Be You and Me - M. Thomas

Harry and the Terrible Whatzit - D. Gackenbach

How Do I Put It On?

I Was So Mad - M. Mayer

I Was So Mad - N. Simon

I Know What I Like - N. Simon

Jafta - H. Lewin

Jesse Bear, What Will You Wear? - N. Carlstrom

Just A Mess - M. Mayer

Let's Talk About Being Messy

Me First

Me Too - M. Mayer

Mine, Yours, Ours - B. Albert Jr.

My Body Is Private - Girard

Nick Joins In - Lasker

No Baths for Tabitha

No More Bad Feelings

Sometimes I'm Afraid - S. Tester

Sometimes I Like To Cry - E. Stanton

The Berenstain Bears and the Messy Room - S. & J. Berenstain

The Berenstain Bears and the Sitter - S. & J. Berenstain

The Berenstain Bears and the Trouble with Friends - S. & J. Berenstain

The Berenstain Bears Forget Their Manners - S. & J. Berenstain

The Berenstain Bears Got Into A Fight - S. & J. Berenstain

The Berenstain Bears Learn About Strangers - S. & J. Berenstain

The Very Messy Room - Stanton

Tomorrow You Can - D. Corey

We All Share

Week At Grandma's

What Do I Say? - N. Simon

What Does It Mean To Be Frustrated? - S. Tester

What Does It Mean To Be Sad? - S. Tester

Who Is A Stranger and What Should I Do? - Girard

Whose Mess Is This - Little Golden Book

Why Am I So Different?

You Go Away - D. Corey

ACTIVITY RESOURCES

A Planning Guide To The Preschool Curriculum--Revised Edition: The Child - The Process - The Day. By: Anne R. Sanford, Julia McLean Williams, Jeanne Cunningham James, Ann K. Overton. Chapel Hill Training-Outreach Project, Chapel Hill, NC. (1983). Winston-Salem, NC: Kaplan Press (27103).

A Practical Guide To Solving Preschool Behavior Problems

Anti-biased Curriculum
National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington DC 2009-5786

Developing Sign Communication with the Multi-Handicapped
Sensory Impaired Child
SKI-HI Institute
Utah State University
Logan Utah 84041

Developmentally Appropriate Practice in Early Childhood Programs
Serving Children from Birth Through Eight
National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington DC 20009-5786

I Can Do It. I Can Do It.
Griffin House 3706 Otis Street
Mt. Ranier MD 20712
135 successful independent learning activities

Learning Letters Through All Five Senses
Griffin House
3706 Otis Street
Mt. Ranier MD 20712
Mainstreaming Ideas for Teaching Young Children
National Association for Education of Young Children
Washington DC 20002

Movement Education. A Program for Young Children ages 2 to 7.
Murro Drake Educational Associates
79 Mellwood Drive
Newport News VA 23602
(804) 877-1172

Published by the American Guidance Service
Publishers Building
P O Box 99
Circle Pines MN 55014-1796

The Carolina Curriculum for Preschoolers with Special Needs.
Paul H. Brookes Publishing Company
P O Box 10624
Baltimore MD 21285-0624

The Child Ready Checklist. Educational Home Model, (1989).

The Creative Curriculum
Teaching Strategies
P O Box 42243
Washington DC 20015

KITS

Developing Understanding of Self and Other (DUSO)

Peabody Early Experiences Kit (PEEK)

Peabody Language Development Kit

VIDEOS

Hearing Aid Monitoring
Ladnar Productions
P O Box 852
Logan Utah 84041
A videotape "which comes with a list and check procedure for ear level hearing aid."
(Project Lexington Handbook quote.)

SKI HI Total Communication Videotape Programs
SKI HI Institute
Department of Communicative Disorders
Utah State University
Logan Utah 84041 20 tapes dealing with the life of the hearing impaired child.

UTILIZATION OF AUTOMATED LEARNING DEVICES TO PROMOTE INTEGRATION PRESCHOOL STUDENTS

DOMAIN, ENVIRONMENT, SUBENVIRONMENT, & ACTIVITY	AUTOMATED LEARNING DEVICE
(School - Classroom) CIRCLE TIME - Flannelboard participation story	Student uses switch to turn on tape recorder with taped story.
(School - Classroom) MUSIC TIME - Musical Chairs	Student turns music on while other students walk around chairs using switch.
(School - Gym or Gross Motor Area) MAT AREA - "Exercises to music"	Student uses switch to turn exercise tape or record on (control unit required for record player).
(School - Lunchroom) FOOD SERVICE AREA - Make food choices	Use two switch, tape recorders and answering machine tapes. Record choices of food available for that day and have student choose.
(Domestic - Bathroom) SINK/VANITY - Dry hair	Use switch and control unit to turn hair dryer on and off.
(Domestic - Kitchen) COOKING AREA - Food preparation	Use switch and control unit to turn on electric mixer while another child holds the mixer.
(Community - Shopping Mall) TOY STORE - Select toy	Use same arrangement as making food choices. Record the choices of toys on tapes and have child

	select.
(Community - Church) CHURCH SERVICE - Socialize with members	Use tape recorder, closed looped answering machine tape, and switch. Record greeting on tape and have child greet church members upon them greeting the child.
(Community - Grocery) SHOPPING AREA OF GROCERY STORE - Selection of treat	Using same procedure as in toy store, allow child to select the type of treat he/she desires (e.g. bubble gum or candy.)
(Recreation/Leisure - Home) BEDROOM - Listen to records/tapes or radio	Use switch and control unit to turn on any of these appliances. Allow child to select the record or tape he/she desires to listen to using the selection procedure mentioned above.
(Recreation/Leisure - School) MEDIA CENTER - Watch slide presentations	Use slide carousel adapter and switch to move slides forward.
(Recreation/Leisure - School) MEDIA CENTER - Play games on computer	Use switch and switch interface to access singe switch computer programs.
(Recreation/Leisure - Community) SHOPPING MALL - Select birthday gift	Use selection procedure mentioned above to choose gift for a friend.
(Pre-school Vocational - Home) LIVING ROOM - Vacuum	Use switch and control unit to turn vacuum on and off.

(Pre-school Vocational - School) CLASSROOM - Deliver messages	Tape record message and have child use switch to deliver message. (Peer may have to assist student in locomoting to where message needs to be delivered.)
(Preschool Vocational - School) CLASSROOM - Play game on compute with peer	Use switch to activate single switch programs on computer.
(School - Playground) FREEPLAY AREA - Play duck, duck, goose	Record "duck" on closed loop answering machine tape. Use switch and tape recorder for child to say "duck". When child releases switch, have a peer say "goose" and run after other child.
(School - Kitchen) SNACK AREA - Pass out napkins and straws	Place napkin and straw on battery operated "dump truck". Direct "dump truck" in direction of child napkin and straw are to go to. Have child turn on "dump truck" with switch and deliver to appropriate peer.
(School - Kitchen) COOKING AREA - Use simple appliances	Use switch and control unit to turn on blender for making fruit drink.
(Domestic - Bedroom) PLAY AREA - Play with age-appropriate toy	Have peer load battery operated "dump truck" with legos or other building toy. Have child move "dump truck" to "construction site" with switch.

(School - Classroom) ART CENTER - Painting	Use switch and "Paint and Twirl Project Set" toy to allow child to paint.
(Community - Public Swimming Pool) CONCESSION STAND - Order food	Use closed loop answering machine tape to order desired item.

THINGS TO CONSIDER BEFORE USING AUTOMATED LEARNING DEVICES

1. What voluntary movements does the student have? What areas of the body does the student move most frequently? For example, can the student move his arm, hand, foot, head voluntarily?

2. What position best facilitates that movement? Try placing the child in sitting, sidelying, standing, and prone positions and observe which position allows the child the most movement?

3. Which Automated Learning Device (ALD) is compatible with the student's voluntary movements and the position. For example, if the student is able to reach with his left arm in sidelying, a pressure switch might be appropriate to use.

4. How does the ALD have to be positioned in relation to the student to increase the likelihood that she/he will be able to activate the device? For example, students who have very limited movement of their arms may need to have the ALD positioned directly next to their arm so that the slightest movement will activate it.

5. Do adaptations have to be made to the ALD so the student can activate it? For example, does the ALD need texture or fluorescent colors added to it to make it visible for a student who is visually impaired?

6. What sensory modality is most stimulating for the student? Although the teacher will want to stimulate all senses, initially using ALDs requires the teacher to use those toys, objects, and appliances that are <u>most</u> appealing to the child. A child who is visually impaired might be most motivated by something that provides tactile stimulation such as a fan or vibrating pillow. Choosing the most motivating toy or object in the beginning increases the likelihood that the student will be motivated to turn that object on.

Developed by: Jennifer L. Leatherby, MS (1990)

USING ASSISTIVE DEVICES IN INTEGRATED SETTINGS TO INCREASE INTEGRATION

THINGS TO CONSIDER:

* Automated Learning Devices (ALDs) are microswitches with some sort of encasement that is sensitive to very light touch. ALDs can be attached to a variety of toys, appliances, communication devices, and computers so that a child can turn on the item. An electrical control unit is necessary to access appliances. Battery operated toys can be accessed using a battery adapter. ALDs can be purchased commercially or can be made using simple equipment from a radio or electronic parts store.

* When used appropriately, ALDs can promote integration for students with severe handicaps into age-appropriate activities. However, the use of ALDs is but <u>one</u> strategy for integrating students with severe handicaps into age-appropriate activities.

* Automated Learning Devices can promote active participation for students with severe handicaps as opposed to passive observation.

* The importance of assessing the child to determine the appropriate ALD to use cannot be overemphasized. Many students with severe handicaps have little control over their environment. ALDs give the child the chance to actively participate in activities. Making appropriate decisions prior to using ALDs increases the likelihood that the child will be successful using the ALD.

Jennifer L. Leatherby, MS (1990)

SKILLED WAYS OF TALKING TO CHILDREN

The following is "adult talk" used to teach children how to develop self-control. These are only examples:

Spiderman is too rough and loud for inside. When we go outside, we'll find a place for you to play that game.

It's hard for Meredith to wait so long for a turn. Let her have the truck in about three minutes. I'll time it on my watch and let you know.

Some children like to draw designs, Lisa. Other people like to draw people and houses. It's up to each person.

It bothers me when you call Kevin stupid. He is not stupid. He's playing his own way, and that's fine.

It's all right for Dana to be over there by himself, Elena. Sometimes people need to be alone.

I don't want you to laugh when someone gets hurt. Tom's hand really hurts, and that can be scary, can't it? Luis, would you bring the tissue box to Tom? Thank you.

Yes, you can write your own name, but Jonathon does not have to if he'd rather not.

I know you want to be the father. We could have two fathers in this house . . . We need a grandfather, too, and some uncles.

I know how you feel, Juan. It is hard for you. But I think we can work it out.

Please don't call Killian a baby. He is four years old. It's just hard for him to get used to being without his mother.

Alicia, your loud crying makes it hard for us to hear each other. (To the other children.) When she can tell me with words what's the matter, she will.

I cannot let you hit him - it hurts. Tell him. Tell him with words.

Yes, I heard Lara say that word. Lara, we've heard that word enough. It's not a school word.

Tony, the children worked hard making their block building; they're angry that you knocked it down. Let's help build the tower back up. Then you can build something of your own.

Keep the sand down low, this way. Dig down with the shovel.

People don't like it when you grab. Ask and then listen to the answer. Did she say no? OK. Let's see what else you can find to do.

I won't let you kick me and I won't kick you either. My job is to make this a safe place for all of us.

Screaming won't get you a turn, Ann. Terry needs more time on the swing. Then I'll help you get your turn.

Sean, the children want to hear the story. Tell me at the end of the book.

Do you want to come back to the story, Sean? Good! Here is a place for you. Listen.

Paint here on your own paper; Susan does not want you to paint on hers. Would you like a larger piece of paper?

Maricela, I don't want you to dump the puzzle all over the floor. Let's both pick up the pieces and figure out how to do it together.

Off the tables please. The climber out in the other room is good for climbing.

Bryan, please don't yell across the room. Walk over to your friends and speak right to them.

No pushing on the slide! First Tony, then Sue, then Lucinda, then Pete.

On this walk, I'll go first because I'm grown up. Ms. Allen will walk in back with Elton and Tina. No one is to run ahead. Walk so you can see my back.

I am not going to chase you, Celeste. Walk back here to me . . take giant steps.

I know you don't want to stop what you are doing now, but your father is waiting. Would you like to use those pegs again tomorrow? Remind me.

I saw that you did not help put the trucks away, Lamont, after you had played with them. Next time, I'm going to ask you to help.

I know you brought that doll from home Beatriz. It's beautiful. I'll help you show the doll to everybody safely. Then we'll put it in a special place until it's time to go home.

Pour the orange juice carefully so it does not spill. Watch . . .There, that's just right.

Water on the floor is slippery and could make someone fall. Here's a mop for you to mop up over there. . . I'll sponge up here.

This sink is pretty small for four children. Let's fix another pan of water on this table . .first a towel on the table, then pan of soapy water . . now an egg and pitchers and cans. Anything else?

We're going to make scrambled eggs today. There are two cooking tables; mine is here and Mr. Klemach will be over at that table. If you don't want to cook, you can use those flannel boards over on the blue rug.

Yes, I know, Mari. But people don't all have to sing when we have music. Sometimes Tim likes to listen.

You can dance to this record in the space from the wall to that table. If you don't feel like dancing, you might watch or clap with the beat.

We got back from the out of town trip to the music store early, so let's play one of the records we bought while we rest - over here on the rug.

I know you're mad. I understand. But shouting that loudly won't help. Come, let's talk about it.

Sam's drawing is his own idea. Each person's ideas are very important.

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